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DINOSAURS

A Reading A-Z Level N Benchmark Book

Word Count: 836




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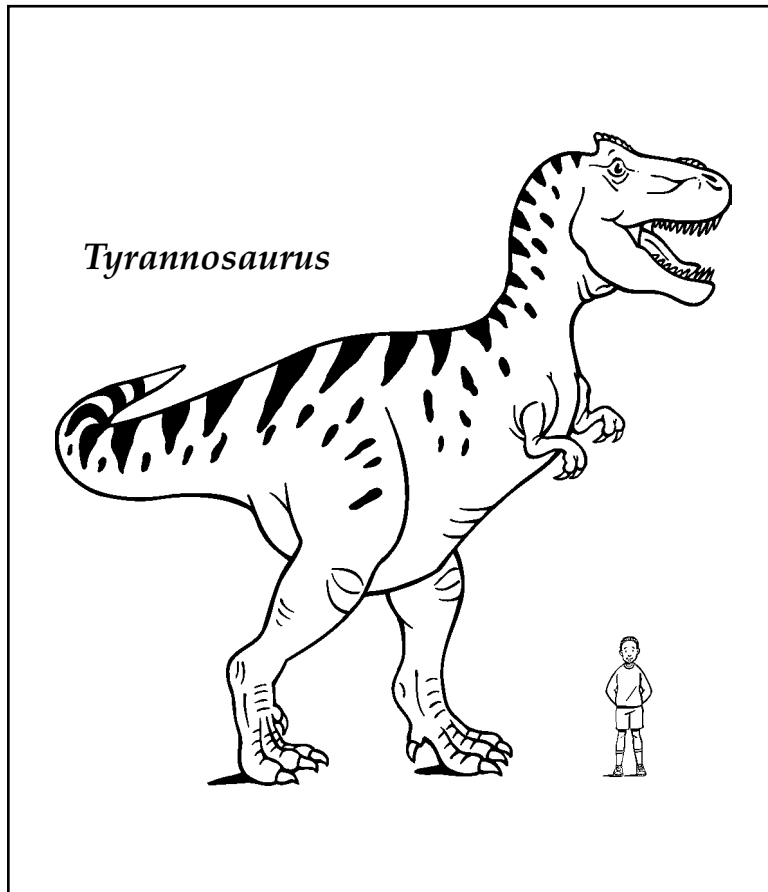
DINOSAURS



Written by Elizabeth Austin
Illustrated by Paula Schricker and Nora Voutas

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Dinosaurs
Level N Benchmark Book
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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28

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Anurognathus

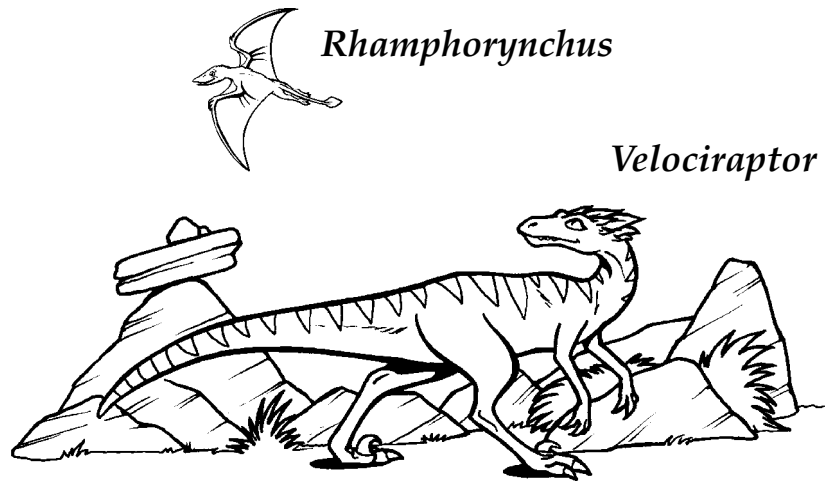


The World of the Dinosaurs

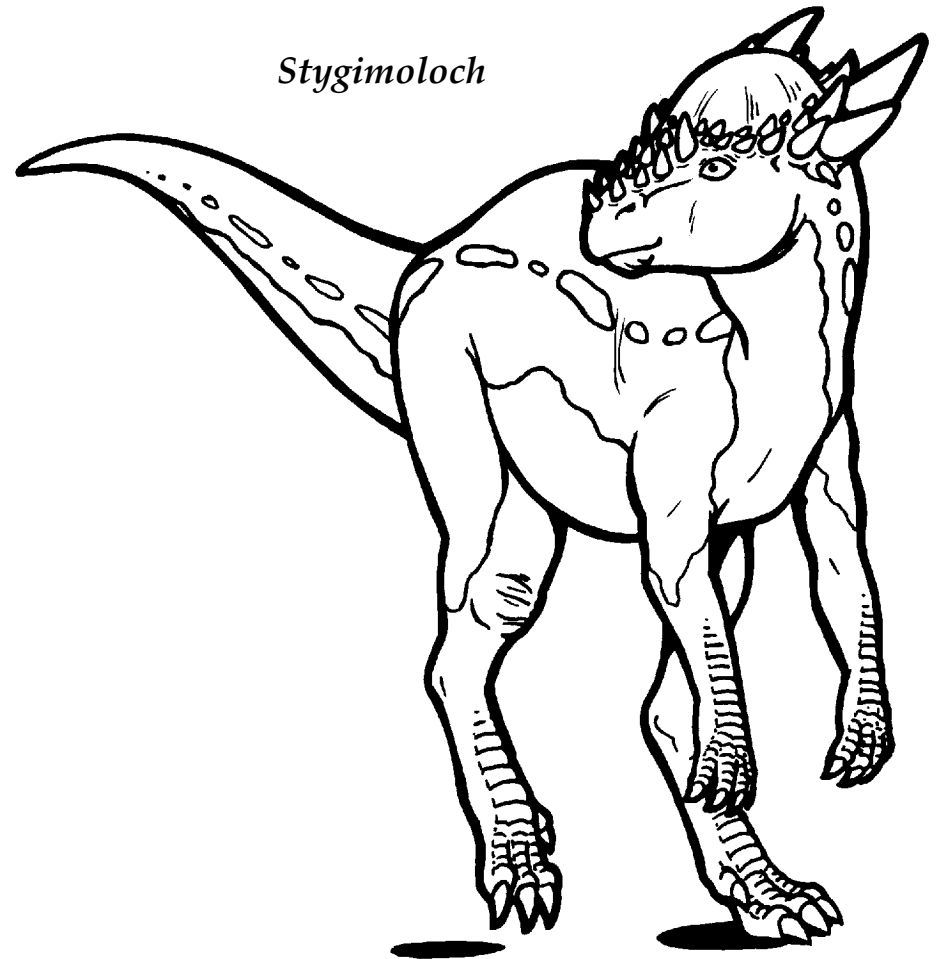
Imagine that you've been sent back in time 200 million years. The world looks very different from the one you know. All the land on Earth is one giant continent. Shallow seas cover parts of the land. The weather is warm, even near the poles. In the shadow of an enormous plant, you hear a noise. Something large is hiding there.

You have arrived in the time of the dinosaurs. You probably know dinosaurs from books and movies. But sometimes we forget that dinosaurs were just one part of a whole world.

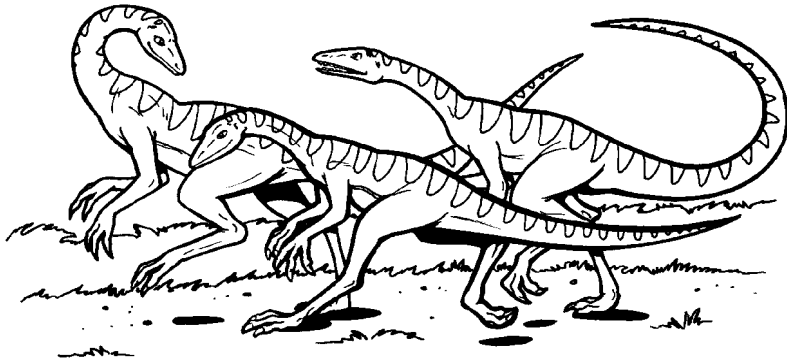
The age of dinosaurs lasted 170 million years. The Earth changed a lot in that time. The continents split apart, and the first flowering plants grew.



Some kinds of dinosaurs died out, and new ones appeared. Like today's world, the world of the dinosaurs was a changing place.



Compsognathus



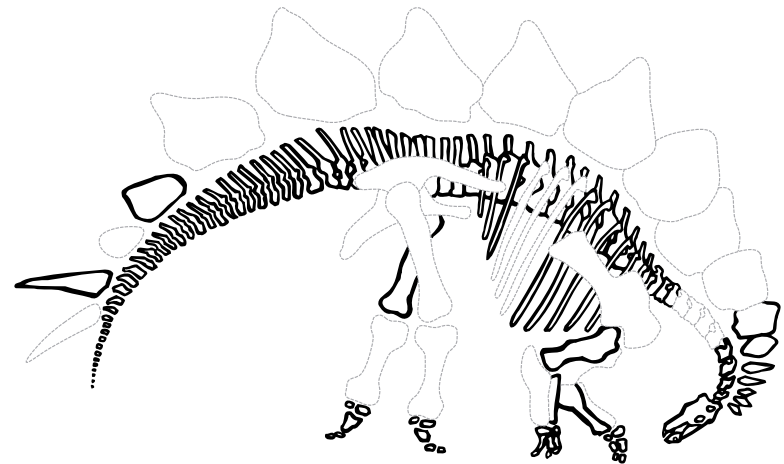
Dinosaur Basics

Dinosaurs were a special kind of reptile that no longer exists. Dinosaurs stood up off the ground, while other reptiles crawled. Many scientists believe that dinosaurs were faster and more active than other reptiles. They had large eyes that could probably see color. These things helped dinosaurs spread across the Earth.

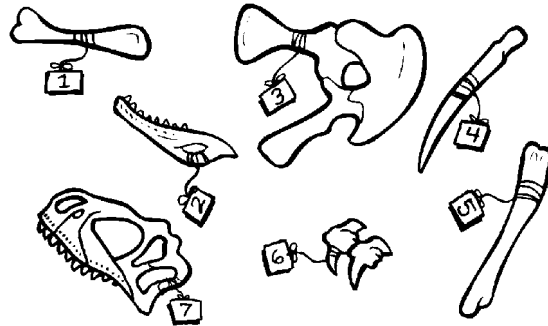
There have been more than 3,000 kinds of dinosaurs. They were as small as chickens and as large as a school bus. Some grew up to 24 meters (80 ft) or more.

Everything we know about dinosaurs and their world comes from fossils. Fossils are very rare. Scientists have found only a few whole dinosaur skeletons.

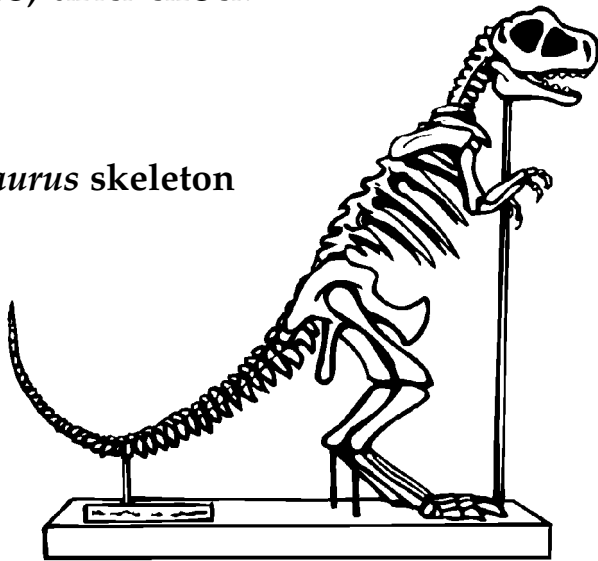
Stegosaurus skeleton



Most of the skeletons in museums were put together from parts of many skeletons. But scientists have found fossil dinosaur footprints, eggs, and even the things that were in dinosaurs' stomachs. All these things tell scientists how dinosaurs lived, ate, and died.



Tyrannosaurus skeleton



Archaeopteryx

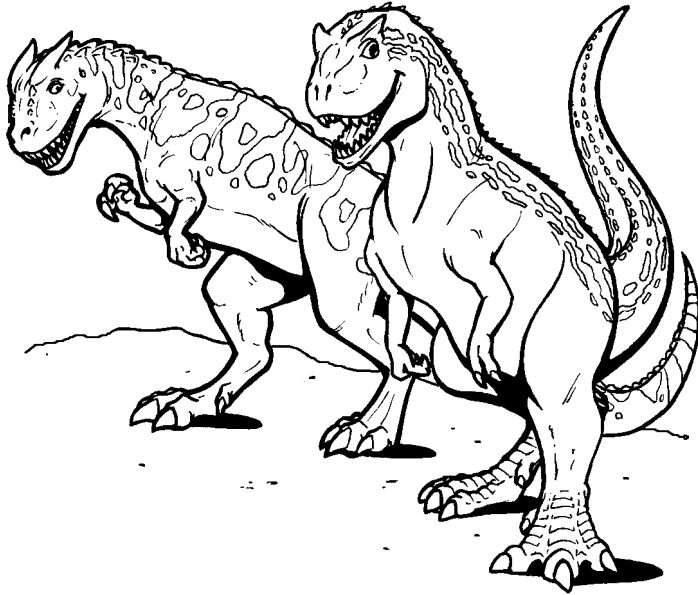


Dromiceiomimus, Oviraptor, Velociraptor

A Few Kinds of Dinosaurs

Scientists name dinosaurs based on how they were shaped and what they ate. Different kinds of dinosaurs lived in different places and at different times. A *Tyrannosaurus* (tah-RANah-SOAR-us) could never have attacked an *Apatosaurus* (ah-patah-SOAR-us). They lived almost 50 million years apart! Different kinds of dinosaurs came and went, but the groups stayed about the same.

Carnotaurus, Tyrannosaurus



Theropods

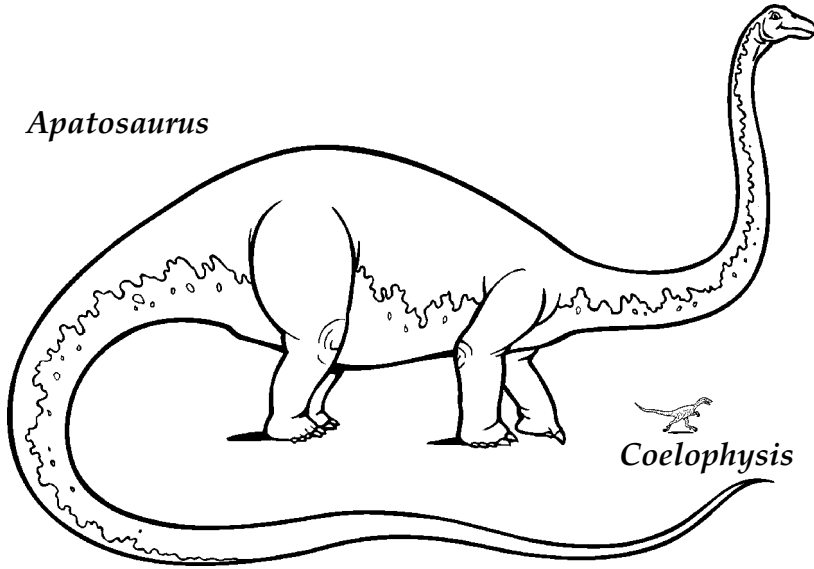
This group of dinosaurs is made up of the scary, meat-eating dinosaurs of nightmares. The largest, *Tyrannosaurus*, stood over 12 meters (40 ft) high. Others weren't much smaller. One was about the size of a human second-grader but ran as fast as a horse.

These dinosaurs ran on two legs, and they had big, heavy heads and jaws. A *Tyrannosaurus* tooth was almost as long as this book is tall. Most dinosaurs in this group had giant hooked claws on their feet to catch and kill their food. They were fierce, and fossil skulls show that they also had large brains and were smart. They may have lived in family groups and gently cared for their young.

Allosaurus



Apatosaurus



Coelophysis

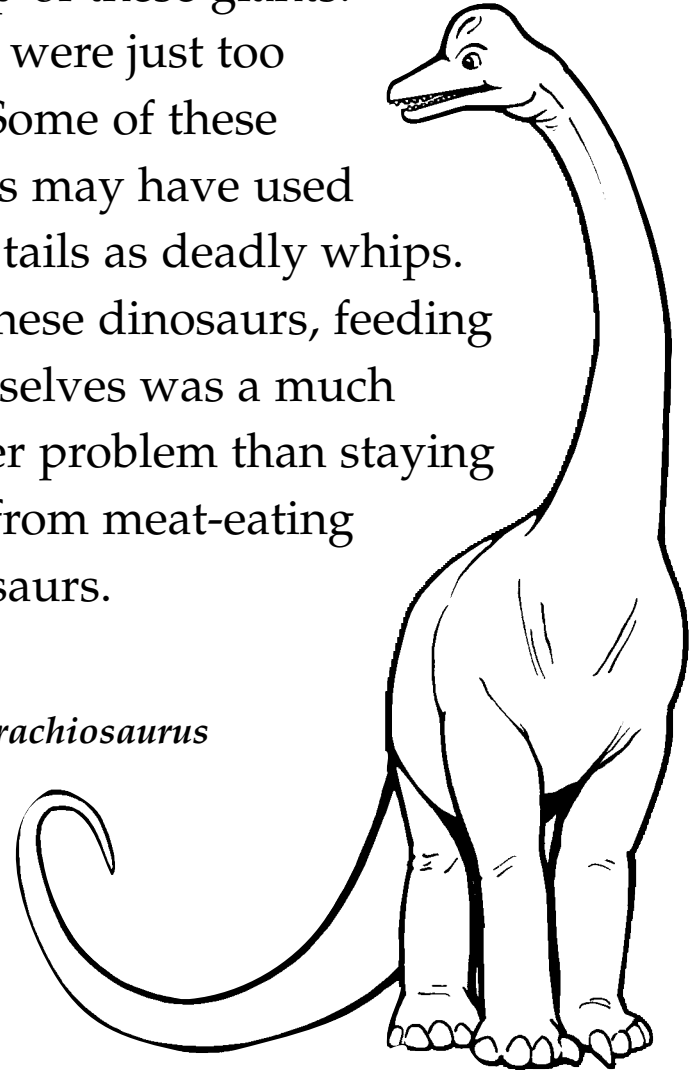
Sauropods

This next group of dinosaurs may have contained the largest creatures to ever walk on land. These giants had large, hard-to-move bodies, legs like tree trunks, and long, slim necks and tails. One may have been as tall as a five-story building. If another stood on a baseball field, it could touch home plate with its head and second base with its tail.

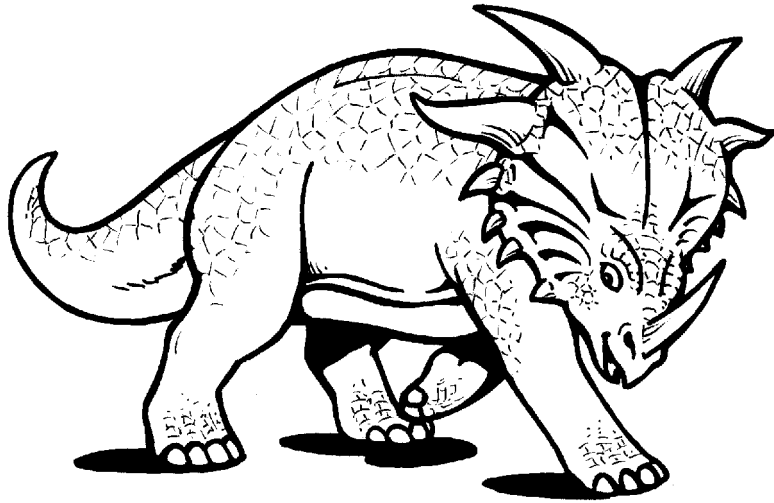
A group of these plant-eaters must have eaten entire forests. Most meat-eaters wouldn't attack a group of these giants.

They were just too big. Some of these giants may have used their tails as deadly whips. For these dinosaurs, feeding themselves was a much bigger problem than staying safe from meat-eating dinosaurs.

Brachiosaurus



Styracosaurus



Ceratopsians

The members of this next group of plant-eaters were smaller. They were usually about 3 to 12 meters (10–40 ft) long. But they made up for their size with large fan-shaped crests that protected their heads and necks. The crests could have as many as eight horns.

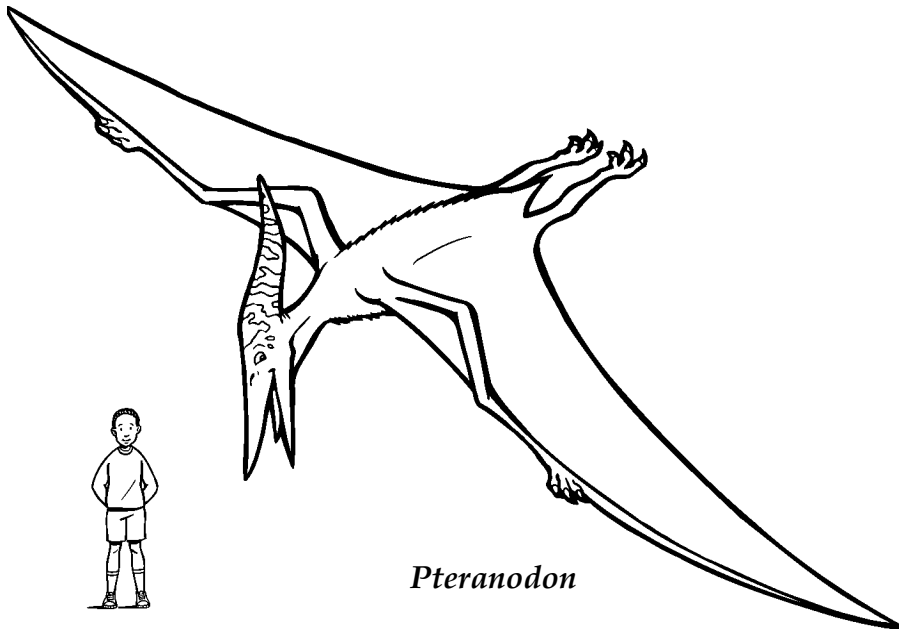
Many of these dinosaurs also had horns on their noses and above their eyes. They had strong parrot-like beaks that could snap tree trunks.

Triceratops



Pterosaurs

These next dinosaurs didn't run fast, but they could fly. In fact, they were the first animals to fly besides insects. Most of these flyers ate meat. Some caught fish, lizards, and insects while they flew. Others ate dead animals that had been killed by others. One even had wings as long as a bus.



Pteranodon

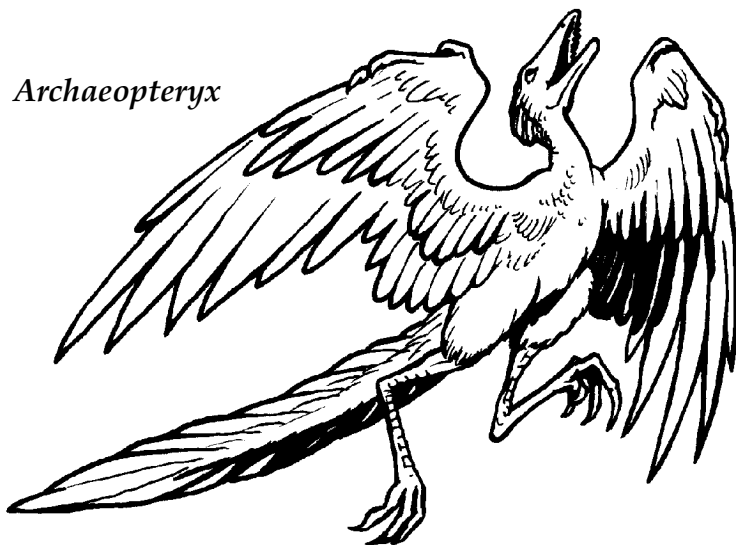


The Death of Dinosaurs

The dinosaurs disappeared in a short period of time. What happened? Most scientists agree that an enormous meteor crashed into Earth. The meteor sent dust and fire into the air. The sun was blocked out for months. The air became colder. Plants died. Rainwater turned muddy and undrinkable. Both plant-eaters and meat-eaters died from not having enough food and water, and from getting sick.

Whatever killed the dinosaurs also killed hundreds of other kinds of plants and animals. It is difficult to think that a single event could have destroyed so much.

But one small group of dinosaurs may have lived. When scientists look at the bones of birds and dinosaurs, they see many things in common. Many scientists now believe that some dinosaurs later became birds.



Archaeopteryx

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Reading a-z Running Record

Level N

Student's Name _____ Date _____

Dinosaurs
119 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
4	Imagine that you've been sent back in time 200 million years. The world looks very different from the one you know. All of the land on Earth is one giant continent. Shallow seas cover parts of the land. The weather is warm, even near the poles. In the shadow of an enormous plant, you hear a noise. Something large is hiding there.								
5	You have arrived in the time of the dinosaurs. You probably know dinosaurs from books and movies. But sometimes we forget that dinosaurs were just one part of a whole world. The age of dinosaurs lasted 170 million years. The Earth changed a lot in that time. The continents split apart, and the first flowering plants grew.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

Sally Takayama's Worst Day Ever

A Reading A-Z Level N Benchmark Book

Word Count: 620



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Written by Katherine Follett
Illustrated by John Kastner

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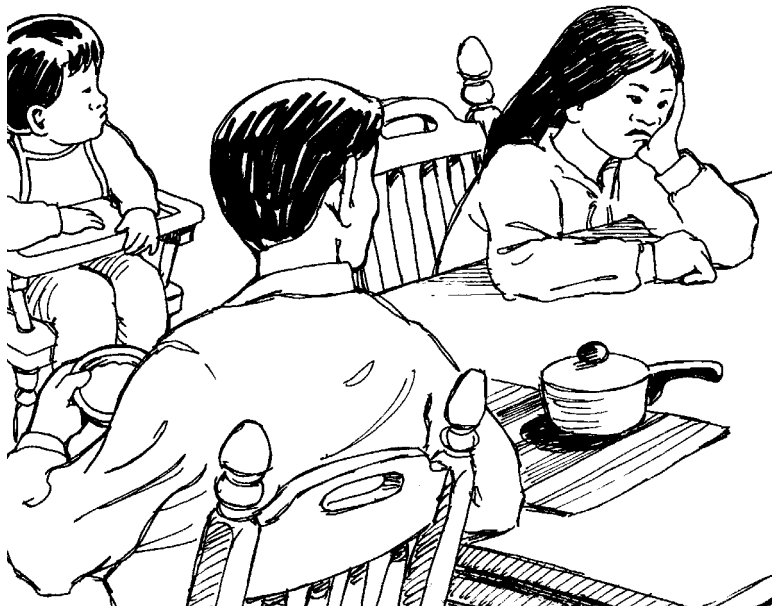
Correlation

LEVEL N

Fountas & Pinnell	M
Reading Recovery	20
DRA	28

Sally Takayama slammed the front door behind her and flung her book bag on the kitchen table. Her little brother Michael, who was only eighteen months old, looked a little frightened in his high chair.

Sally's father looked concerned as well. He set down Michael's baby food spoon and faced Sally, who had slumped in her kitchen chair.



"Is something wrong?" he asked.

"Nothing, except that this has been the worst day ever, in my whole life!" Sally snapped.

"What possibly could have happened to make this the worst day in your whole life?"

Sally rubbed her tired eyes with her fists. In addition to being horrible, her day had also been long, and she was getting a headache.



“Well, first of all,” she began, “I stopped to pull a dime out from a crack in the sidewalk on my way to the bus stop, but by the time I got it out, it turned out to be just a penny. Then I was late for the bus, but as I ran to catch it, my shoestring broke and my shoe fell off! It was too late to run back and get it. I’m glad I found it again near the bus stop on my way home, but it looks like someone ran over it.”

Sally’s father peered under the table, and sure enough, Sally’s left shoe was black and grimy and bore the distinct shape of a tire tread.

“Going to school with only one shoe was no fun,” she continued. “Bobby Danforth was sitting right in the first bus seat, and he spotted my bare sock and started calling me Sock-Shoe Sally.



"Then the whole bus started teasing me like that. When I got to school, I didn't want to get my sock dirty, so I didn't play at recess. I just sat on the steps holding my bare foot up. But then in the cafeteria, Mary spilled her chocolate milk on the floor and I stepped in it! Now my new yellow socks are all brown, and Bobby Danforth started calling me Chocolate-Sock Sally. But the worst part was when the principal noticed that I didn't have a shoe. She asked me what happened, and when I told her about the dime, she laughed!"

"Oh, I don't think she was laughing at you, Sally. She probably just thought it was a funny story," Sally's father said sympathetically.

"Either way, after she stopped laughing, she brought me to her office and took out these smelly old running shoes. She told me I could wear them for the rest of the day. They must have been a million sizes too big—I looked like a clown!" Sally wailed.



"Mrs. Anderson is a pretty small woman. I can't imagine her shoes were that big," Sally's father said. "It was very nice of her to loan you her shoes."

"Well, when I went to gym class, they went clop, clop, clop on the gym floor every time I took a step. Well, one of them went clop, clop, clop, while the other went squish, squish, squish because of the chocolate milk in my sock. It made me miss the volleyball, and the whole team got mad at me."

"They won't remember it tomorrow," Sally's father reassured her.

"Then I had to give the principal her shoes back and ride the bus all the way home again. Bobby Danforth wouldn't quit. I think that's a pretty bad day, don't you?" Sally asked.

"Sounds pretty bad to me, but you forgot about the one good thing that happened today," Sally's father said.

"No good things happened today!" Sally objected.

"Oh yes, one did," he said. "You certainly had fun telling me this story!"

Reading a-z Running Record

Level N

Student's Name _____ Date _____

**Sally Takayama's
Worst Day Ever
94 words**

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
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4	"Is something wrong?" he asked. "Nothing, except that this has been the worst day ever, in my whole life!" Sally snapped. "What possibly could have happened to make this the worst day in your whole life?"								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • N

Sammy Stuffit

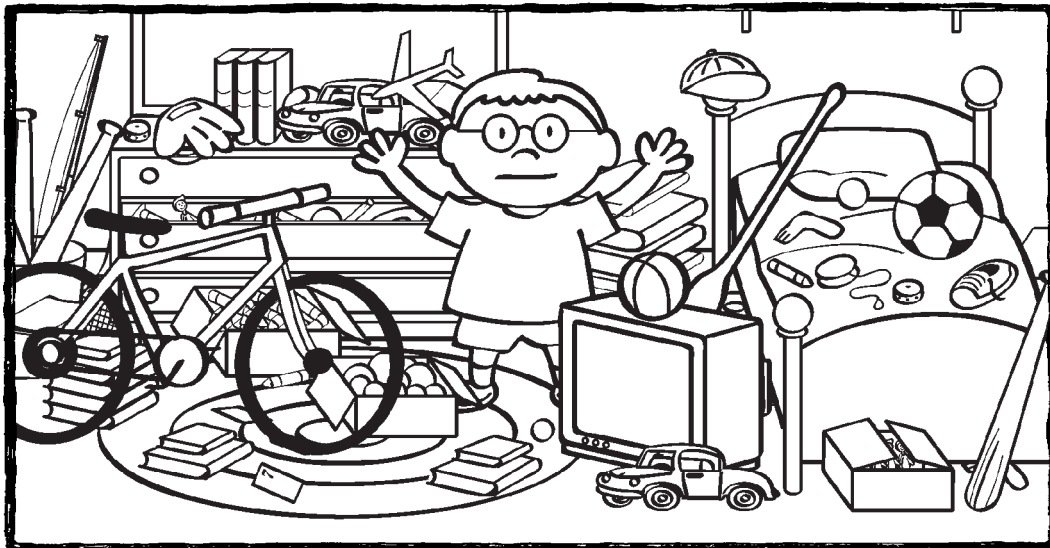


Written by Brian Roberts • Illustrated by Fred Volke

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Sammy Stuffit

A Reading A-Z Level N Leveled Reader • Word Count: 779



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Sammy Stuffit



Written by Brian Roberts
Illustrated by Fred Volke

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28	DRA
20	Reading Recovery
M	Fountas & Pinnell

LEVEL N
Correlation

Sammy Stuffit
Level N leveled Reader
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Revised January 2004
Written by Brian Roberts
Illustrated by Fred Volke
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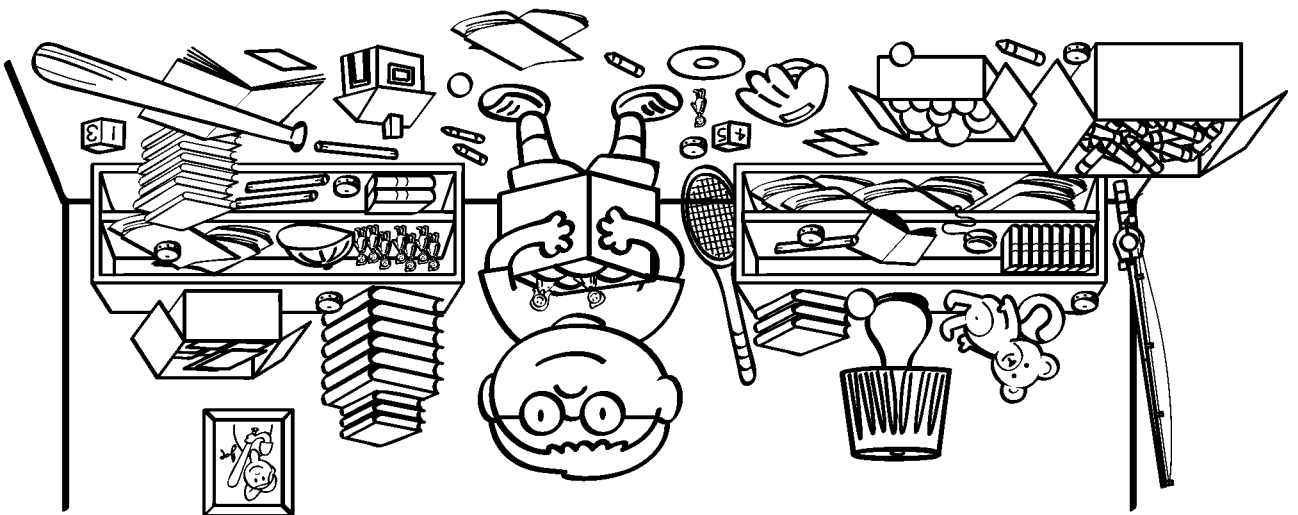
When Sammy Was Young

What is it about stuff? It seems no one can get enough of it. We want bigger stuff, and we want faster stuff. And we want fancier stuff. We just seem to want more and more stuff.

3

There wasn't anyone who liked stuff more than Sammy Stuftit. He began collecting stuff when he was five. And he never quit collecting it. He just kept getting more stuff, and he kept stashing it away.

H



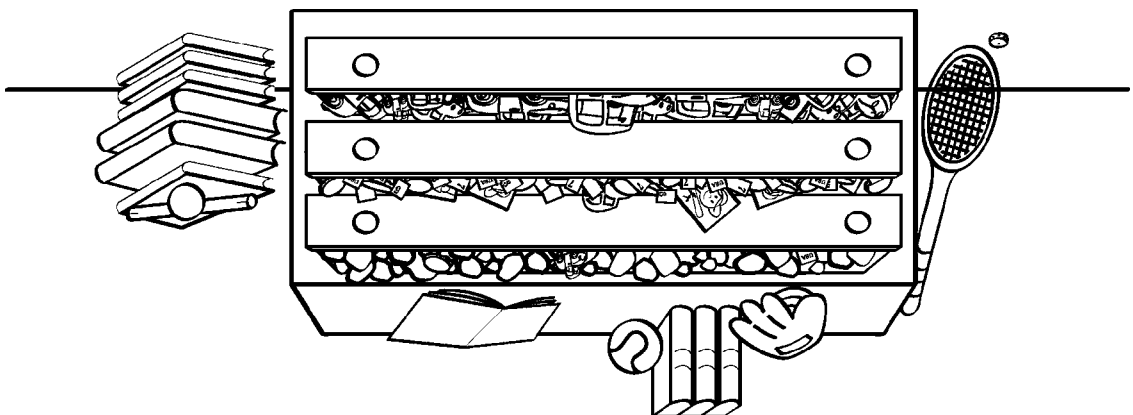


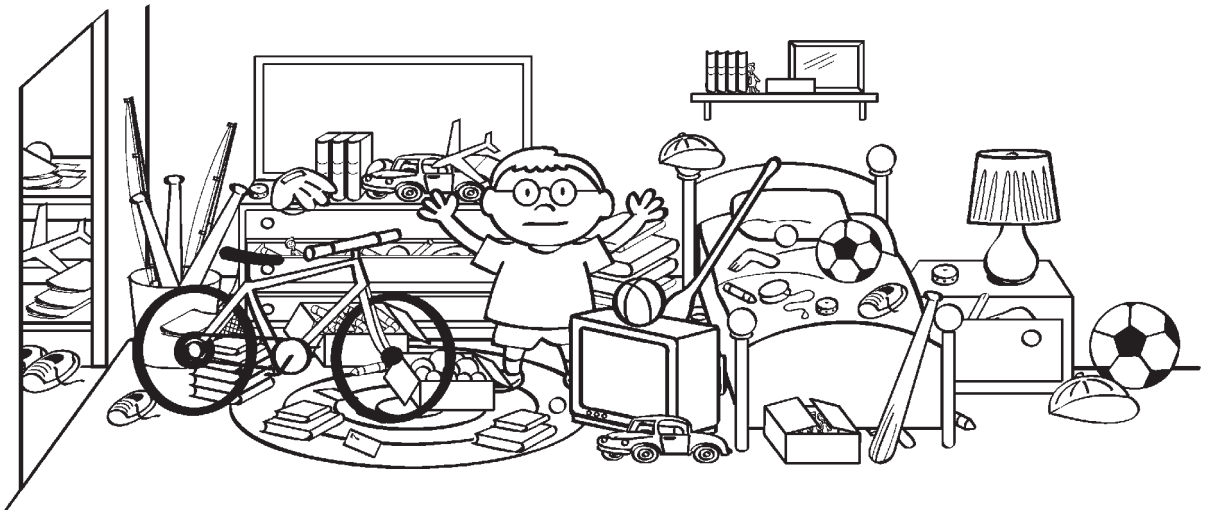
When Sammy got stuff, he stuffed it somewhere. The more he got, the more he stuffed. He didn't use it. Rather, he just stuffed it. He stuffed it here, he stuffed it there, and he stuffed it everywhere.

5

When Sammy was five, he stuffed stuff in his dresser. He stuffed rocks in his sock drawer. He stuffed baseball cards, stamps, and bottle caps in his pants drawer. He stuffed toy cars and trucks in drawers. Soon his dresser was so stuffed he had no room for more stuff.

6





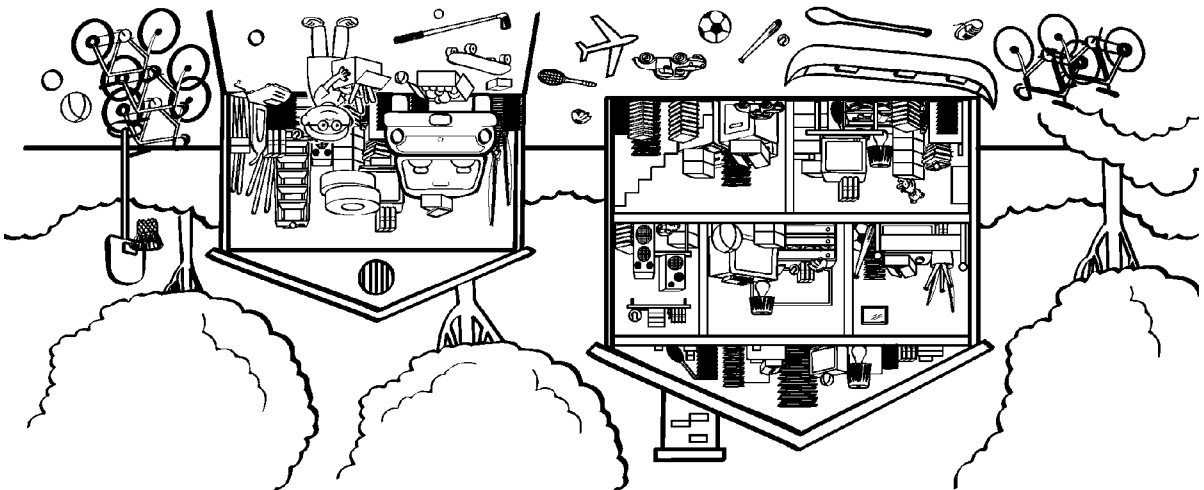
When Sammy turned six, he stuffed stuff in his closet. He stuffed stuff under his bed, and he stuffed stuff in the corners of his room. Soon his room became so stuffed with stuff that there was no room for Sammy.

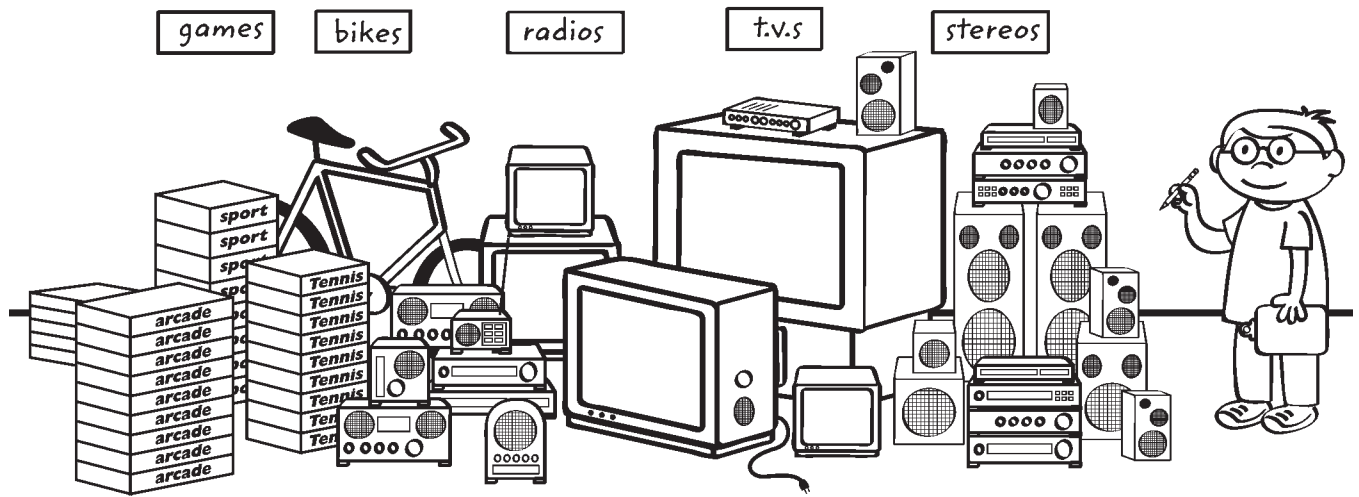
7

As Sammy grew older, he just got more and more stuff. He stuffed the attic, the basement, and the garage with stuff. Stuff was everywhere in and around Sammy's house.

8

Sammy Gets Older



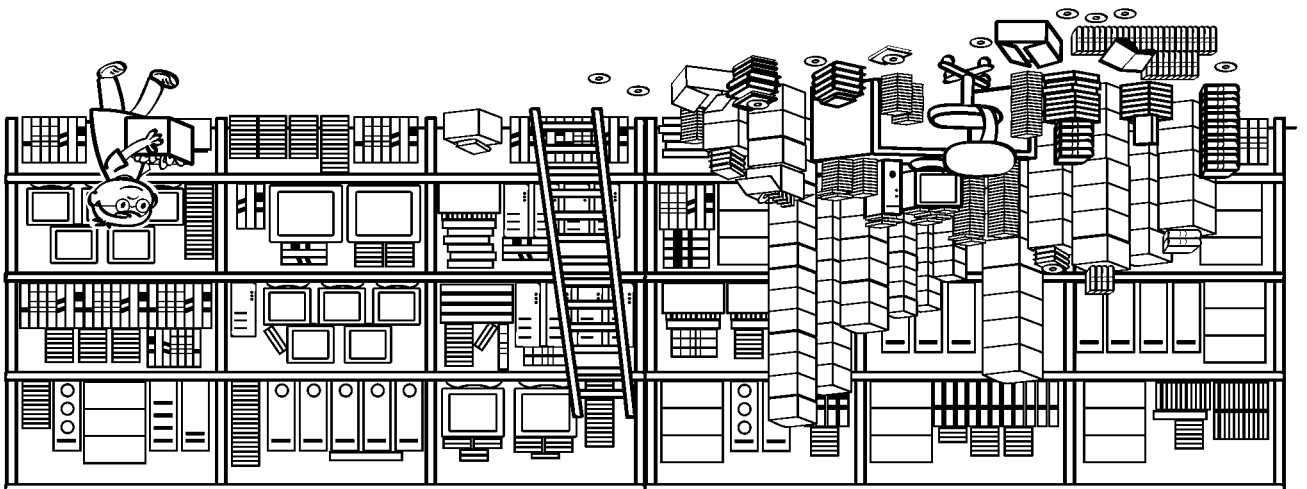


Sammy had every game ever made. He didn't have just one of each game. Instead, he had many of each. He had 16 televisions, 24 radios, 9 stereos, and 32 bicycles.

9

He had thousands of books and CDs, and he had computer hardware and software. It seemed there was nothing Sammy didn't have. He had more stuff than anyone else on the planet.

10



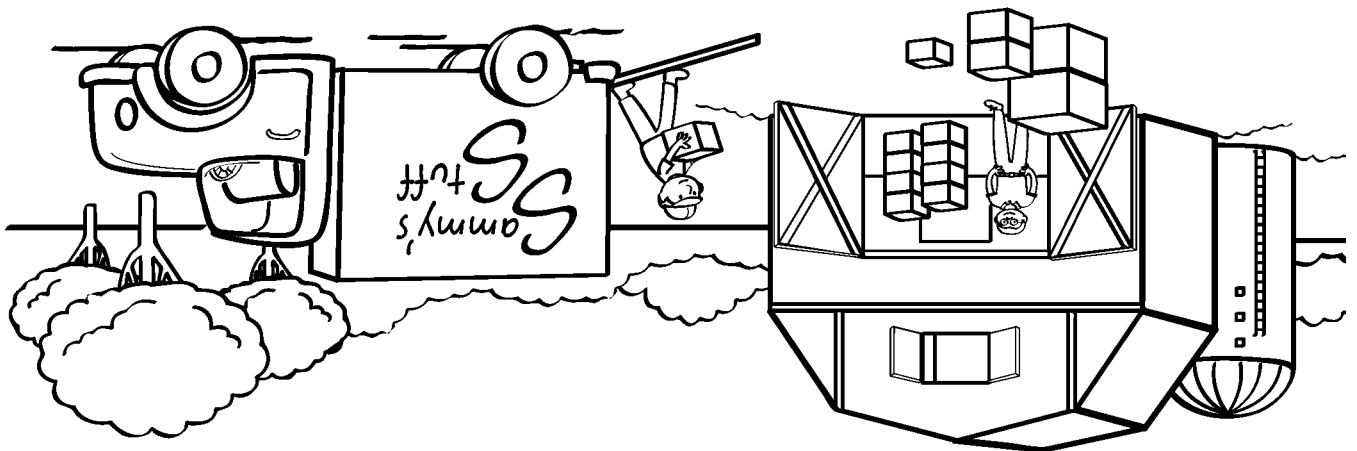


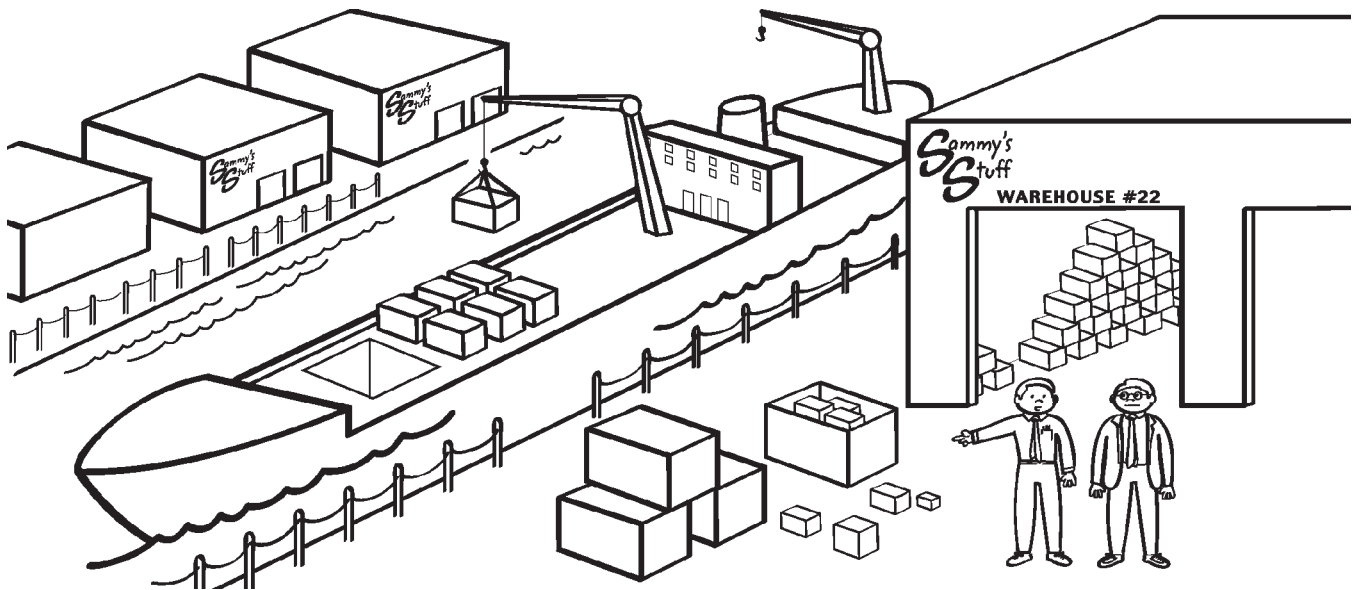
Years passed. Sammy got even older, and so did much of his stuff. But that didn't stop Sammy from collecting more stuff. And he never threw anything away. He just got newer stuff to stuff away with his older stuff.

11

Every time Sammy filled one place with stuff, he would buy another place to put more stuff. He bought garages and barns. He bought warehouses and boxcars, and he bought barges and boats. And he stuffed them all with more stuff.

12



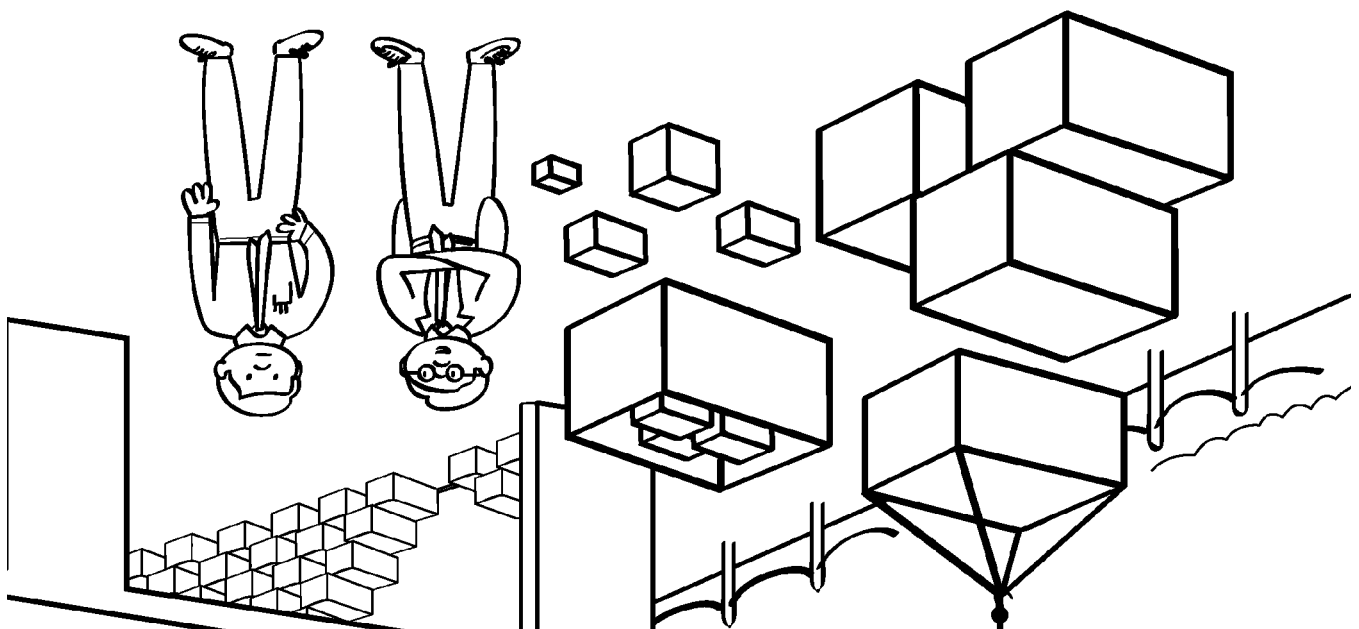


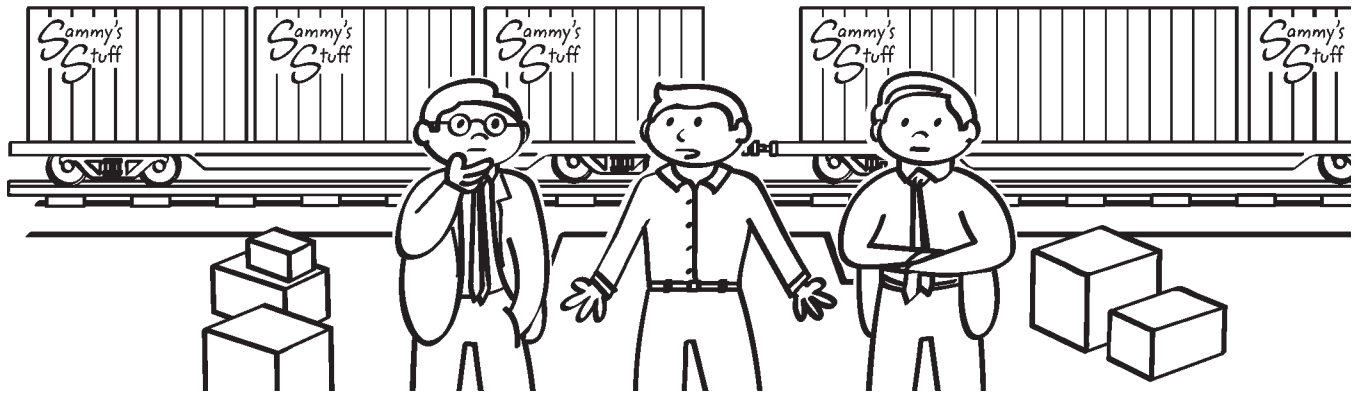
When someone asked to borrow some of Sammy's stuff, Sammy refused. He said, "It is my stuff, and I want to keep it safe."

13

"Besides, if I let someone use my stuff, they might not bring it back. It is my stuff and I am going to keep it for myself."

14





Sammy Begins to Wonder

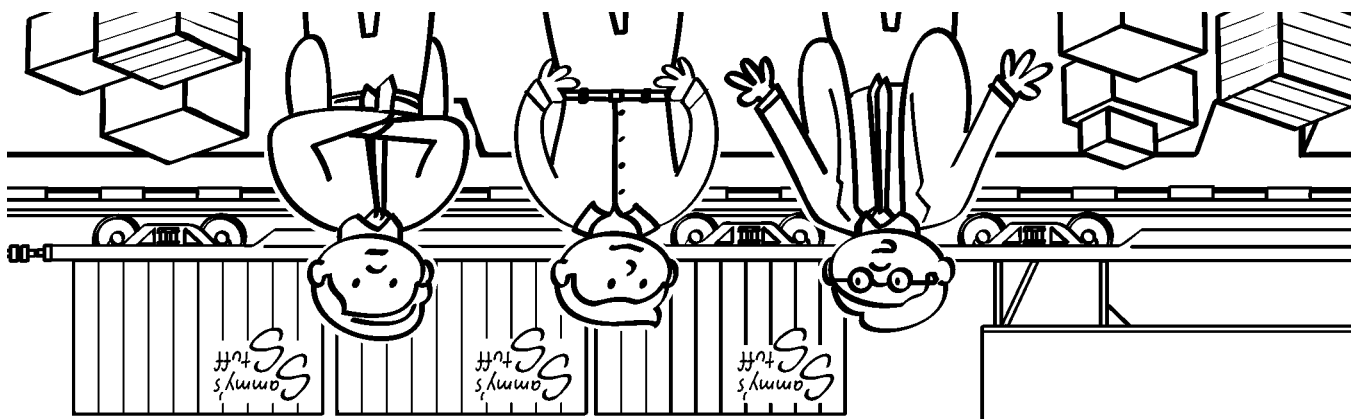
One day, one of Sammy's friends asked, "Sammy, what do you do with all your stuff?"

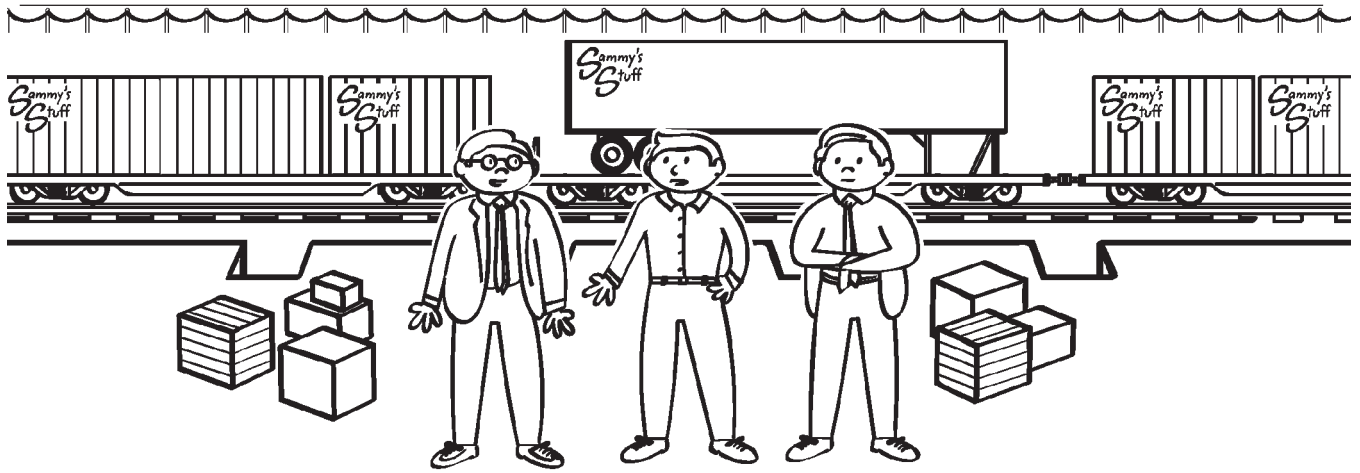
Sammy paused and thought about it. He thought and thought. Then he scratched his head and he thought some more.

15

"So, Sammy, what is it you do with all your stuff?"
 Sammy's friend asked again.
 After thinking for what seemed a long, long time, Sammy
 finally answered. "Nothing," Sammy said. "I do absolutely
 nothing with my stuff."

16





“Then why do you have so much of it?” Sammy’s friend asked.

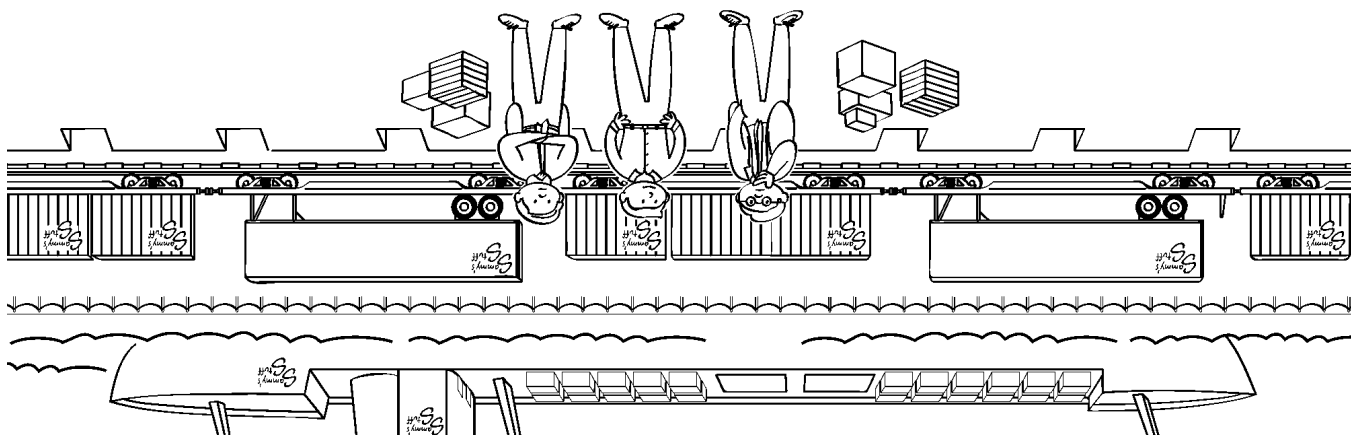
“Because,” said Sammy.

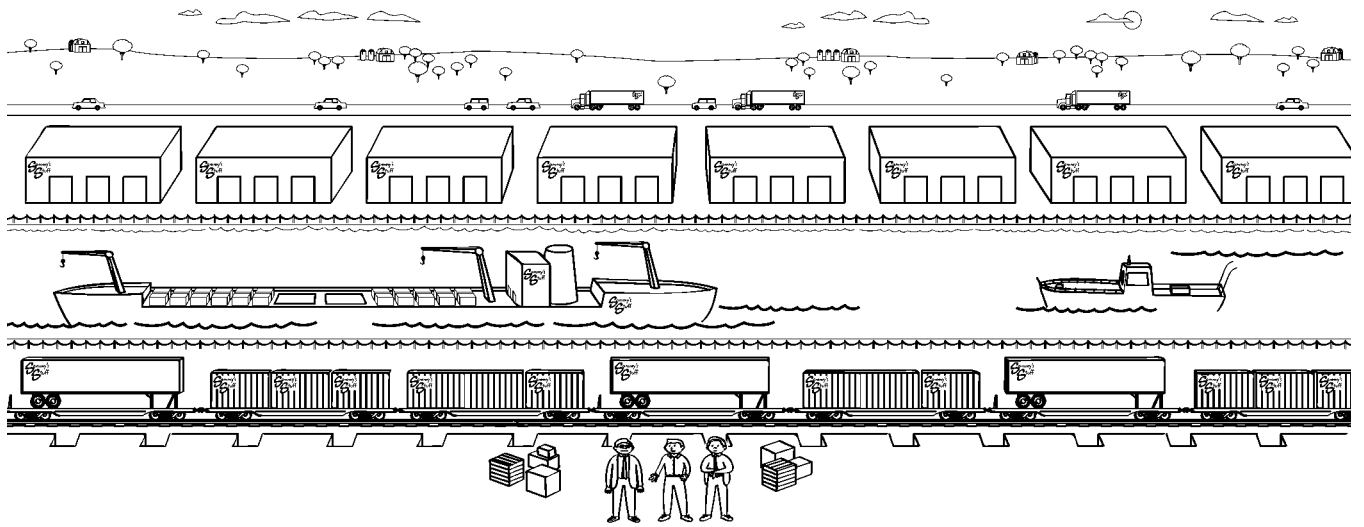
“Because why?” pressed his friend.

17

18

Sammy didn’t know how to answer. So he just blurted out,
 “Because it makes me happy.”
 “Well, you sure don’t seem all that happy,” replied Sammy’s
 friend. “Besides, how can something you do absolutely
 nothing with make you happy?”



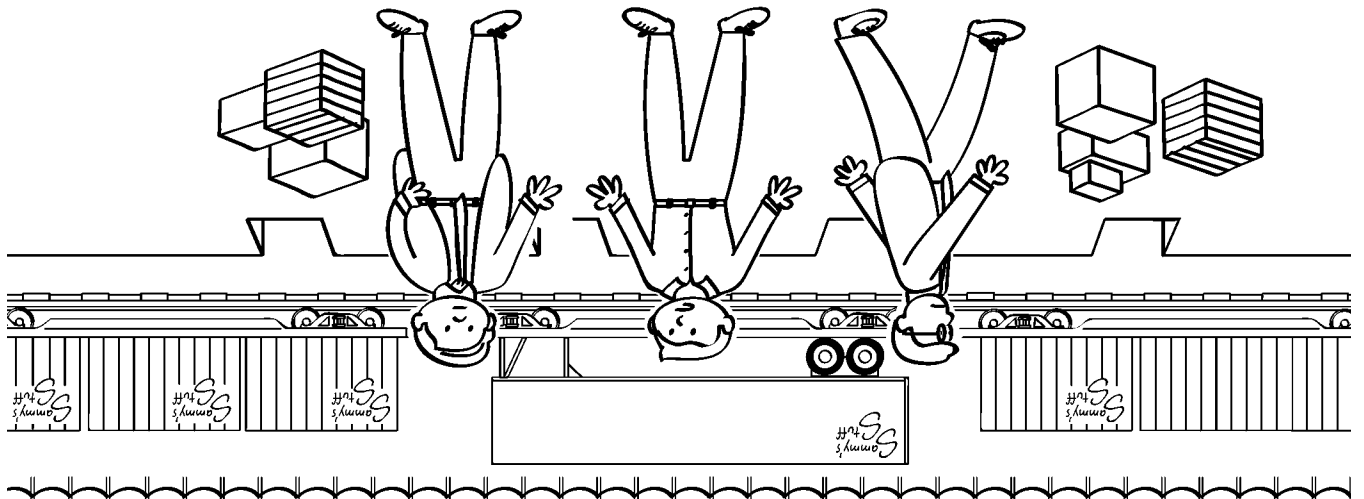


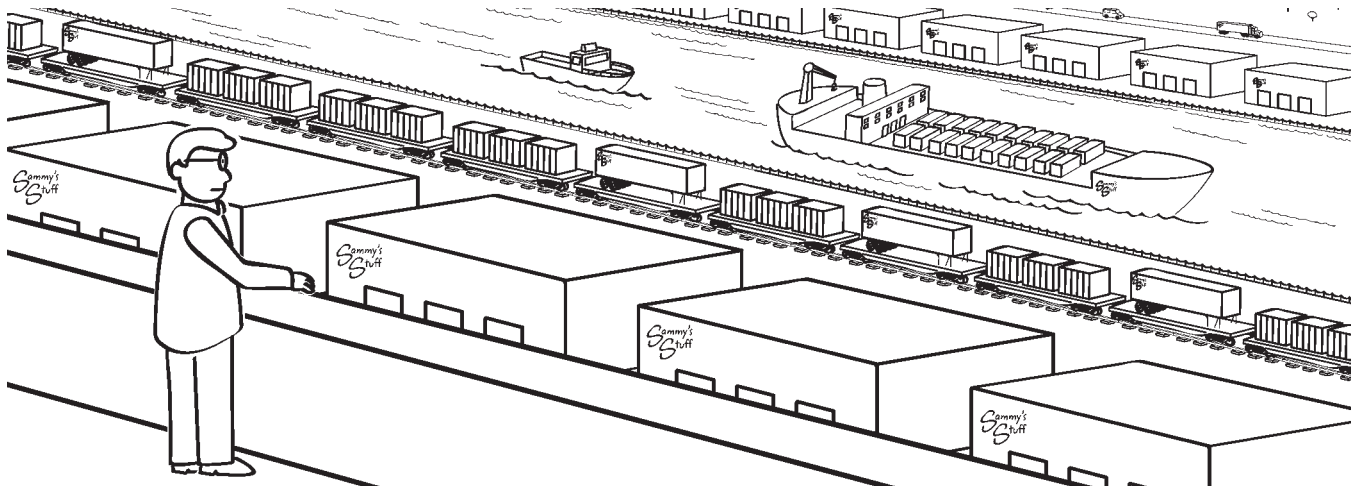
“Wouldn’t all that stuff you have stuffed away make someone who doesn’t have much stuff happier than it makes you?”

19

Sammy didn't know how to respond to his friend. He became very frustrated. So he just stomped off. But what his friend said made him think about all his stuff. He began to think that maybe there was truth to what his friend had said.

20





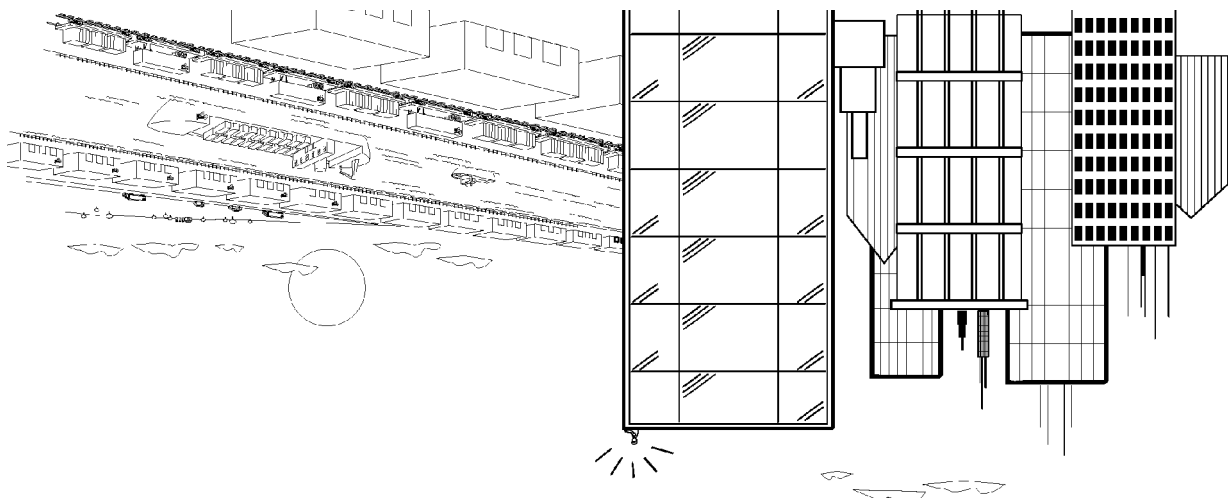
Sammy Changes

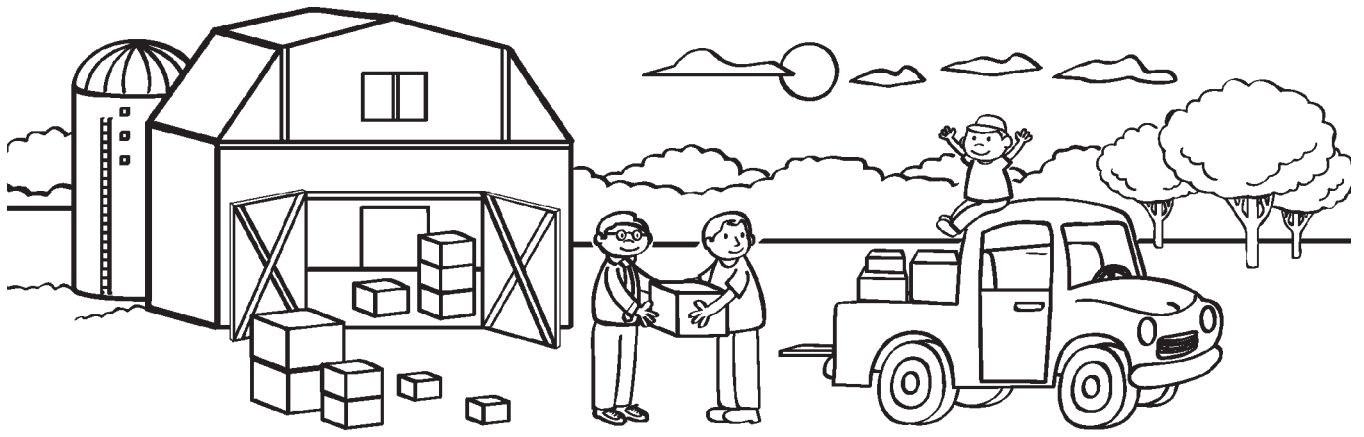
He thought about how his stuff just sat in drawers, closets, barns, warehouses, and boxcars. He began to realize that he never used it. And he suddenly came to realize it was just stuff.

21

So after thinking more and more about his stuff, Sammy made a decision. He decided that having so much stuff stuffed away was silly. He thought it made him selfish. And he suddenly realized that it didn't really make him happy.

22



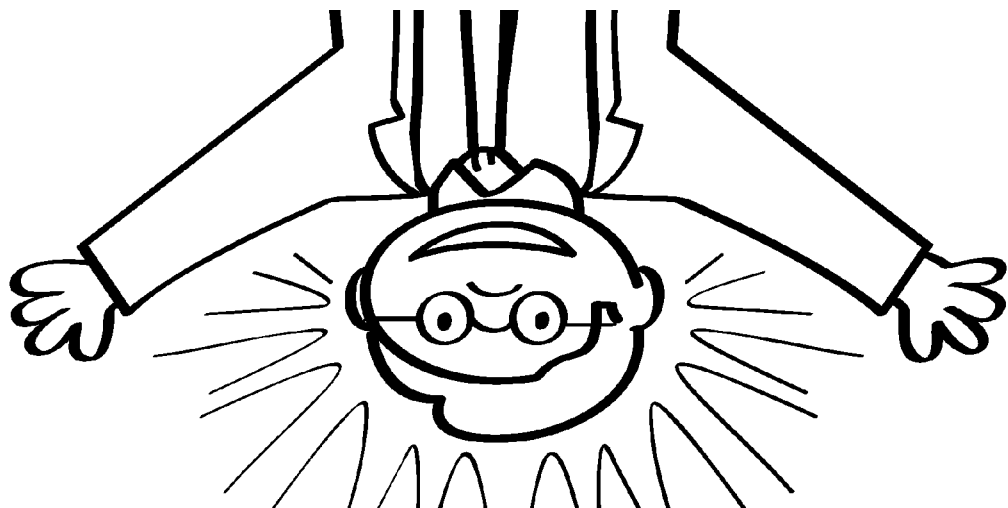


So Sammy gave a little of his stuff to someone who had very little stuff. He saw that the stuff made the person happy, and that made Sammy feel good. So he gave more stuff away, and that made him feel even better.

23

To Sammy's surprise, giving his stuff to others made him happier than having the stuff for himself. Before long, Sammy had given most of his stuff away. He soon became known as Happy Sammy instead of Sammy Stuffit.

24

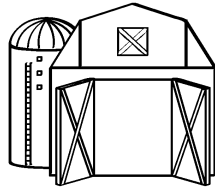


Name _____

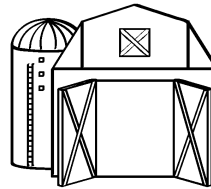
INSTRUCTIONS: Think about the story. Read each sentence below, and put its number in the correct barn. When you are finished, write down or draw four things you have that you could give away.

1. Sammy's friend made him think about how much stuff he had.
2. Happiness for Sammy Stuffit.
3. Sammy gave his stuff away to people who needed it, and he was happier than he'd ever been.
4. Sammy's stuff got older, but he just kept collecting more.
5. Sammy Stuffit collects too much stuff.
6. Sammy began to collect at age 5.

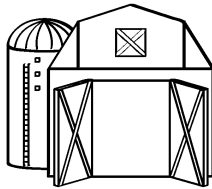
Problem



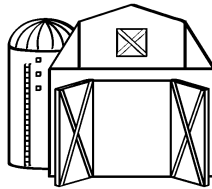
Solution



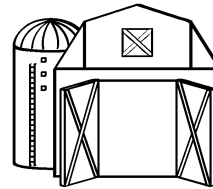
Event #1



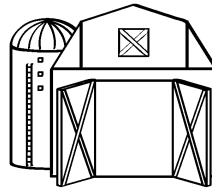
Event #2



Event #3



Goal



My Donations

Name _____

INSTRUCTIONS: Look at the words at the bottom of the page. Write the words that end in -uff and -ig in the correct column. Circle the words that do not fit in either column.

—uff

—ig

stuff

pig

flip

puff

dug

scuff

sprig

gruff

tough

pin

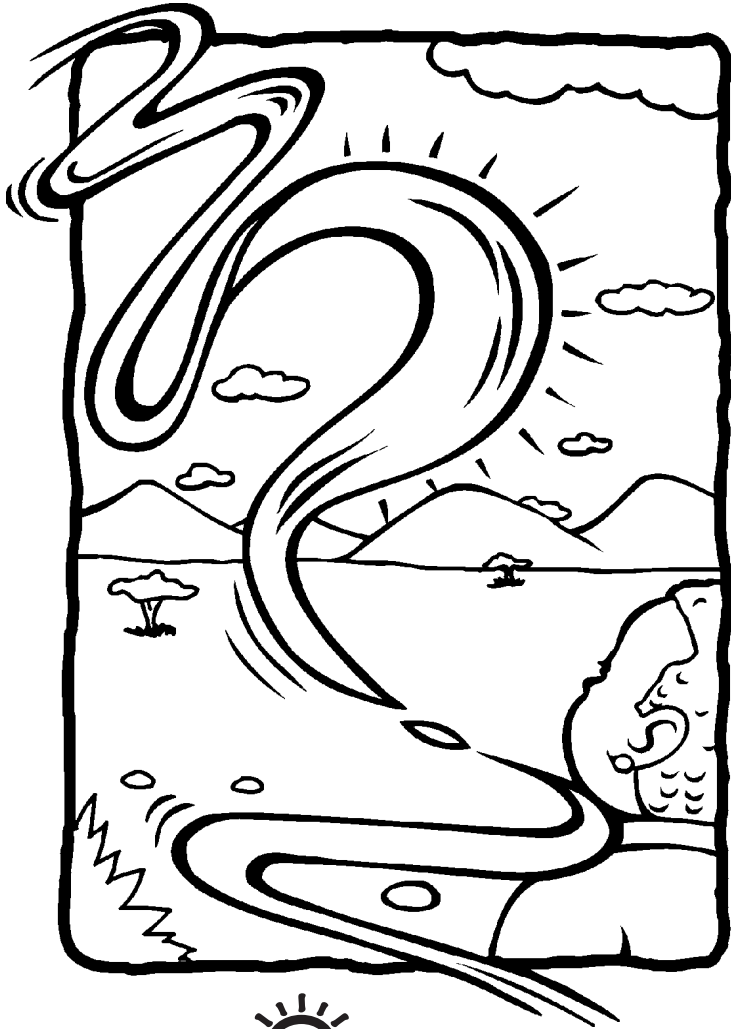
ruff

big

The Mystery Wind

A Reading A-Z Level N Leveled Reader

Word Count: 864




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LEVELED READER • N

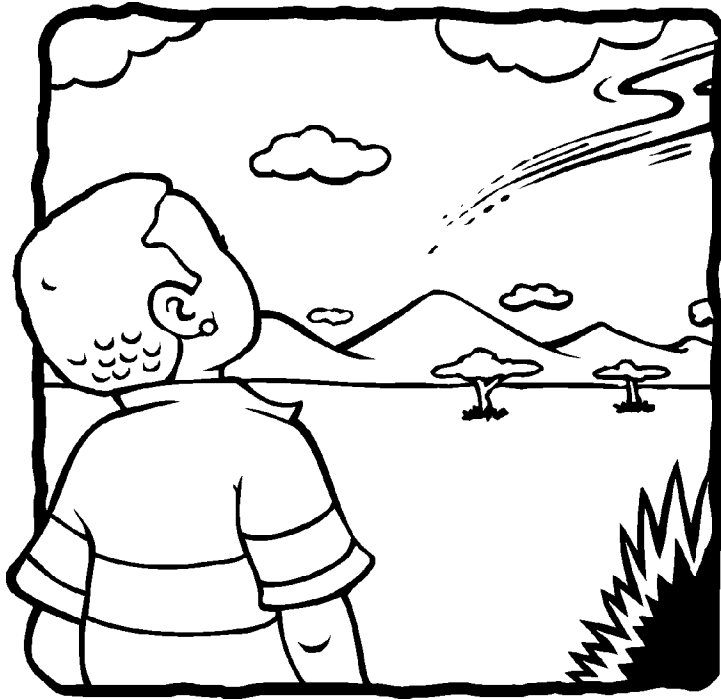
The Mystery Wind



Written by Cheryl Ryan • Illustrated by Hugh Armstrong

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The Mystery Wind



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The Mystery Wind
Level N Leveled Reader
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Correlation

LEVEL N	
Grade	2
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Land of the Poor

The people of Togo were very poor. They struggled to put food on their tables, and they struggled to put clothing on their backs. Their roofs leaked, and cold winds blew through the weak walls of their houses.



One young villager tried to help. Her name was Taba. She did what she could to make things better, but she was only one person. And while her deeds were good, they were never enough.

“If only I could do more to help my people,” she said, “I would be the happiest girl alive.”



One day Taba was tending goats high on a hillside above the village. A sudden wind came whistling through the valley.



A Talking Wind

The wind swirled around Taba. It was a warm wind, and it felt good against her skin. Then the wind began to speak to her in very hushed tones.

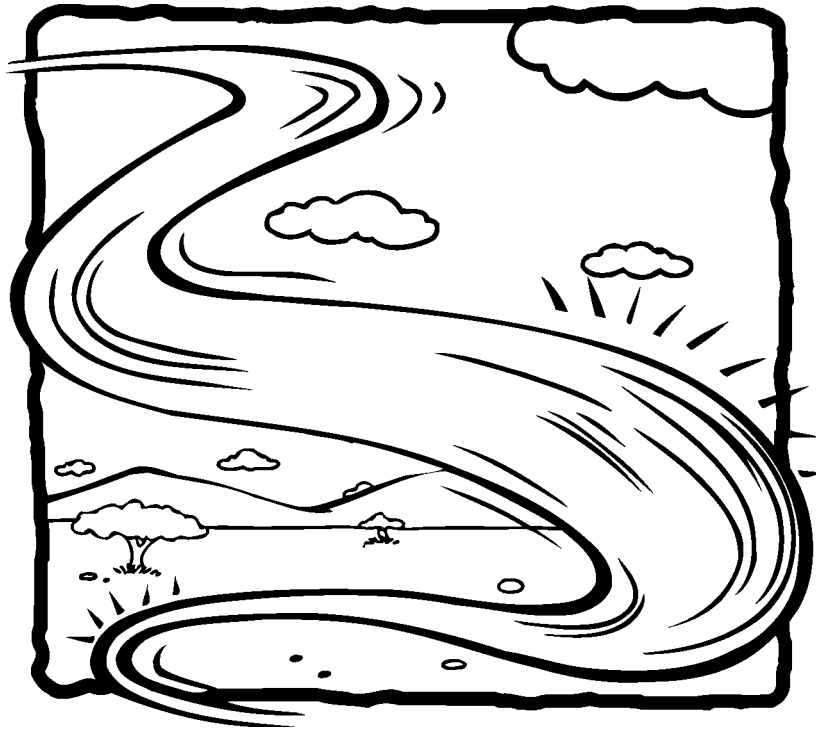


“Taba,” it whispered, “I have come to fulfill your wishes. For weeks, I have blown high over the countryside, and I have watched as you have helped your people. I know how you feel, and I know you want to do more. I can help you.”



Taba was startled and a little frightened. She heard the wind's presence, and she felt its presence. But she saw nothing. Was it her imagination? Was she losing her mind?

“Who are you?” Taba asked, with eyes reflecting the fear she felt.



“Don’t be frightened,” said the wind.
“I am not the wicked wind of the
West. I am not the evil wind of the
East. I am not the sly wind of the
South. Nor am I the nasty North
wind. Rather, I am the gentle wind
of charity. I am here to grant you
wishes, and I have the power to
deliver what you want.”



Taba could not believe her ears.
A talking wind? How ridiculous, she
thought. But what if it is true? What
if it can fulfill my wishes and help
my people? What have I got to lose
in asking for a wish or two?



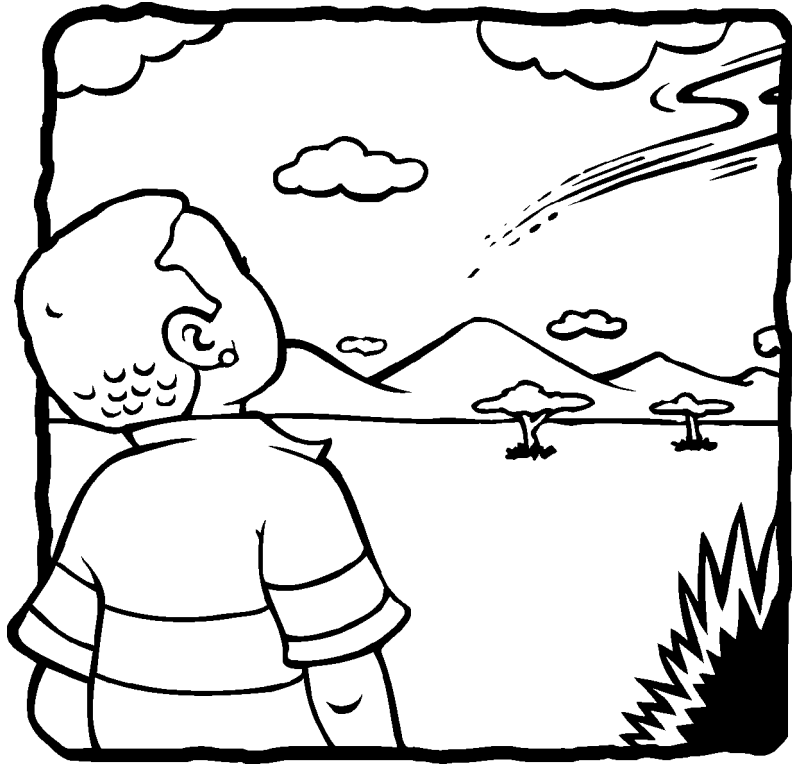
Taba Makes a Wish

So Taba paused for a moment. She sat and pondered as the wind swirled around her. The warm breeze brushed against her. It tickled and made her giggle, and the laughter put her more at ease.



Then Taba stood up and spoke.

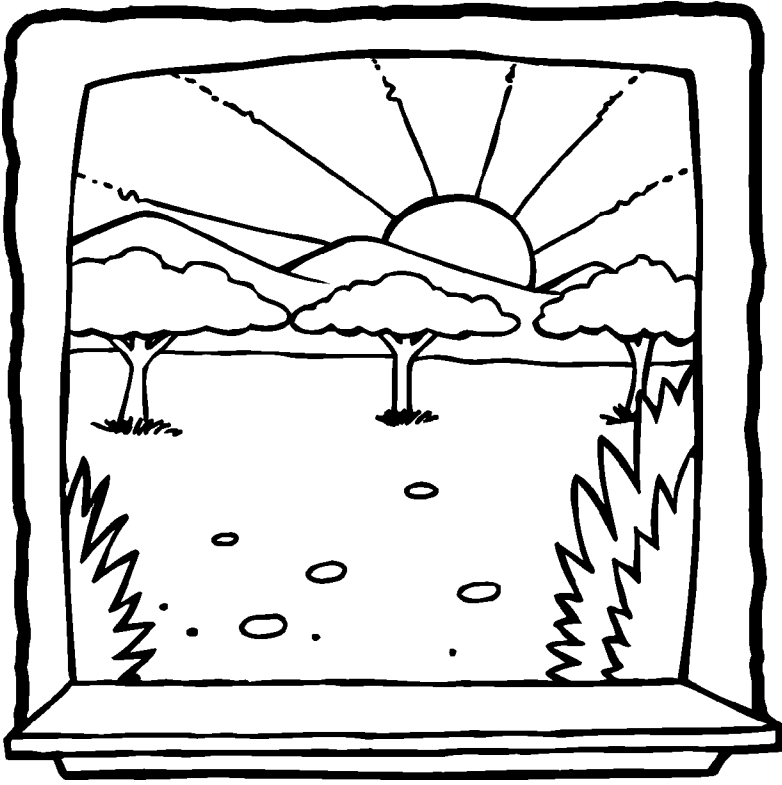
“Oh, kind and gentle wind of charity, I hope you are real. I hope you are not just in my imagination. Here is my wish. I wish for crops to feed my people. And I wish for warm rains to help the crops to grow and to bring water to the villages.”



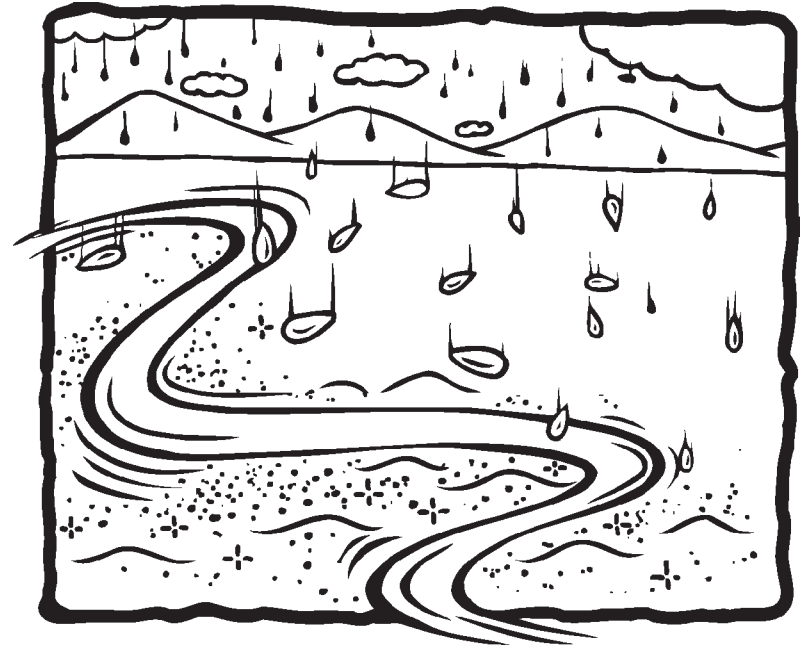
“That’s two wishes,” said the wind.
“I will be back in a day to grant
your first wish. Then I will grant
your second wish on the next day.”
With that, the wind blew away,
and the hills were quiet again.
Taba sat and wondered if the wind
would return as it said it would.



When the day ended, Taba led the
goats back to her village. She was
afraid to tell anyone about the
gentle wind of charity because they
might think she had lost her mind.

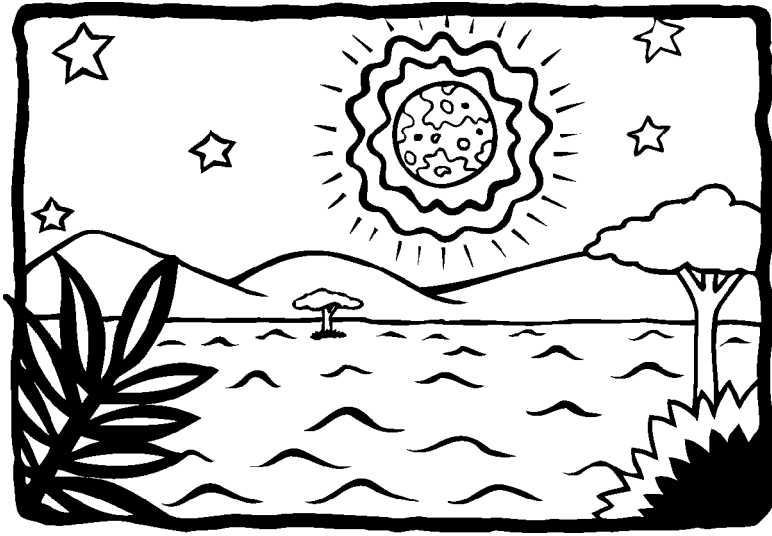


That night Taba tossed and turned and had a difficult time sleeping. She wanted to push the night into morning. Taba was delighted to see the morning sun lift over the trees in the East. She could not wait to see if the wind would grant her first wish.



Taba's Wish Comes True

The morning passed, and nothing changed. Taba began to wonder if it was just a dream. But in the early afternoon, the dust began to stir, and the sky darkened. Within an hour, seeds rained from the sky. They fell throughout the country, and then the gentle wind covered them with a thin layer of dirt.



Taba could not believe her eyes. Who ever heard of such a thing as raining seeds? But it was really happening, and everyone was talking about it.

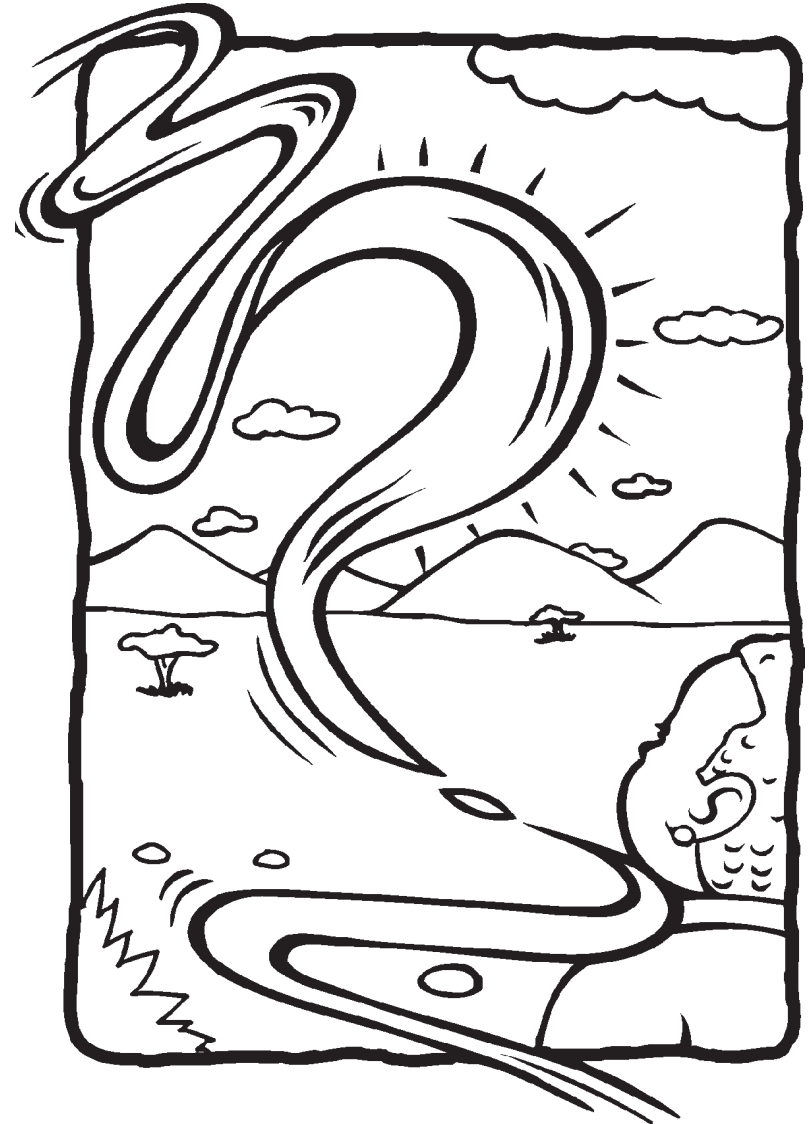
That night a strange ring formed around the moon, and thin clouds drifted in. By morning, when Taba awoke, a gentle rain had begun to fall. By midday, it soaked the land and fed the seeds.



As if by magic, within three weeks, crops were growing everywhere. There were corn and peas. There were sweet strawberries and lovely plums. There was wheat to make flour for bread. There were lettuce, carrots, peppers, and beans. Fruits and vegetables filled everyone's baskets, and everyone's stomach was full. Smiles returned to the villagers' faces.



As time went on, the gentle wind of charity granted Taba other wishes. But Taba never wished for anything for herself. She only wished for things to make others happy.



One day the wind of charity asked, “Taba, my dear child, what about you? What special wish can I grant you?”



Taba only smiled and said,
“Oh, but you have given me all
I could ever want. The people of
Togo are well cared for. They are
happier than ever, and that
makes me the happiest girl alive.”



And with that, she opened her
arms wide and hugged the invisible
wind of charity.

Name _____

INSTRUCTIONS: Use events from the story to fill in the story map below.

Characters:



Setting:



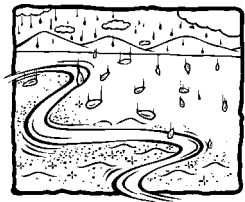
Problem:



Event 1:



Event 2:



Event 3:



Solution:

Name _____

INSTRUCTIONS: Find five compound words in the story and write them in the first column. Write the two words used to make the compound word.

Compound Word	First Word	Second Word
countryside	country	side

MYSTERY WIND • LEVEL N • 2

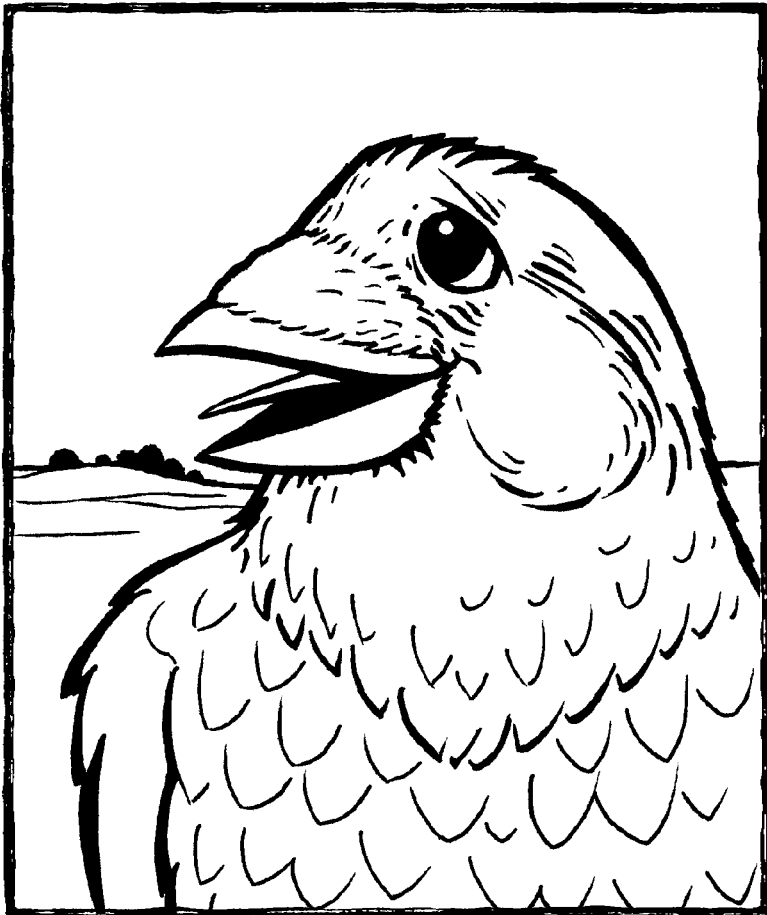


SKILL: WORD BUILDING

Raven and the Flood

A Reading A-Z Level N Leveled Reader

Word Count: 897

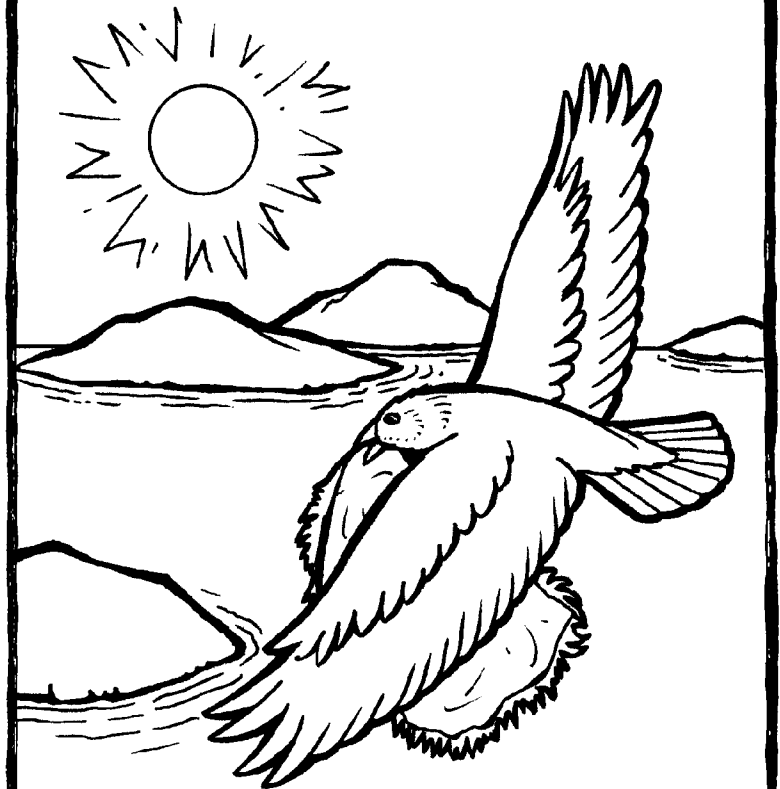


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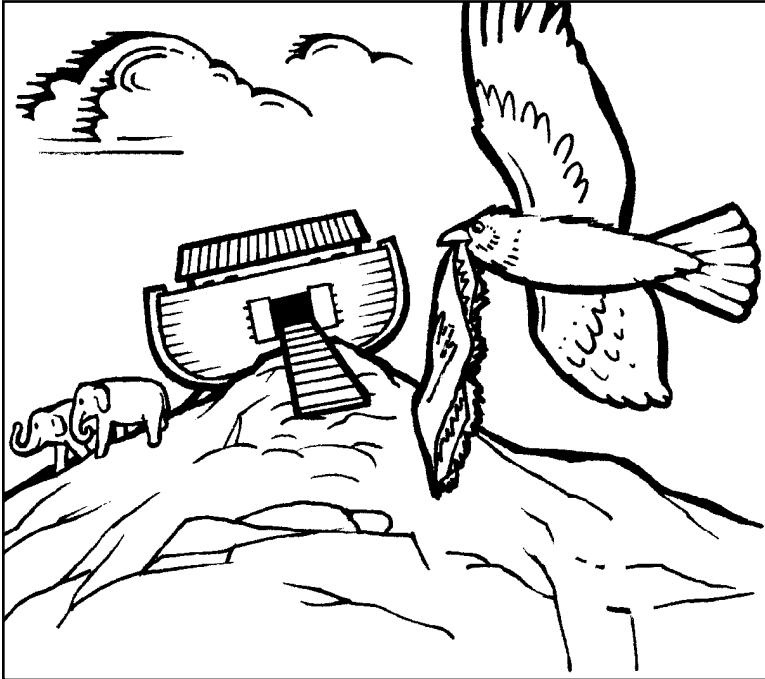
Raven and the Flood



Written by William Harryman
Illustrated by Terry Herman

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Raven and the Flood



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Level N Leveled Reader
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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



A long time ago, before the world was as we know it now, there was a great storm. Blades of lightning cut through the sky. Thunder shook the ground. The rain fell, and kept falling, for eighty days and eighty nights.

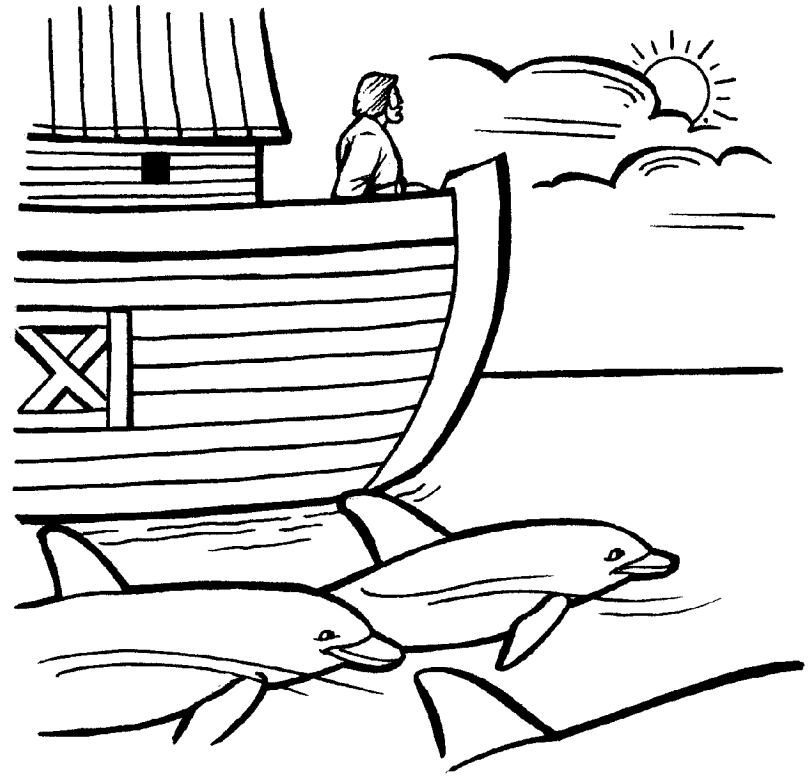


As rain fell day and night, the water kept rising. Rivers flowed over their banks. Lakes rose and drove people from their homes. The ocean swelled, and large waves flooded the small towns near the coast. People feared that if the rain did not stop, there would be no land left.

A wise sea captain with a very large boat took action. He collected his crew and invited their families onto his boat. Before lifting anchor, the captain and his crew gathered one male and one female of each animal. They wanted to be sure that every kind of creature survived the storm.



When the rain finally stopped, not one patch of ground was visible anywhere. The captain and his crew stood on deck, amazed by all the water. A pod of dolphins swam alongside the giant boat. In the distance, the clouds parted to reveal a blue sky.





The captain knew they could not live on the boat forever. So he found Raven, the smartest of all the birds.

“Mr. Raven,” the captain said, “I need to talk with you.” The captain spoke to Raven with respect because what he wanted Raven to do was serious.

“I need you to leave the boat and fly until you find dry ground. When you do, bring back a tree branch so that I know you have found land. The place we come to rest will become our new home.”

“Caw, caw,” said Raven, agreeing to do this dangerous and important job.





For days, Raven flew over the water, but he found no land. By the fifth day, he noticed the water was going down. Below him he saw the first small patch of dry ground. On the seventh day, Raven saw a large mountain rising from the water and flew toward it. He was very tired by now and wanted to rest.



When he landed, he found a cave in the side of the mountain. Raven was a curious bird so he hopped quietly, from spot to spot, until he was inside. In the darkness he saw a group of people huddled around a small fire.

A man saw him and offered,
“Raven, come here, share our fire.
We have stored plenty of wood.
You are welcome to join me and
my family.”

Raven hopped to the fire. He spread
his tired wings to the warmth.

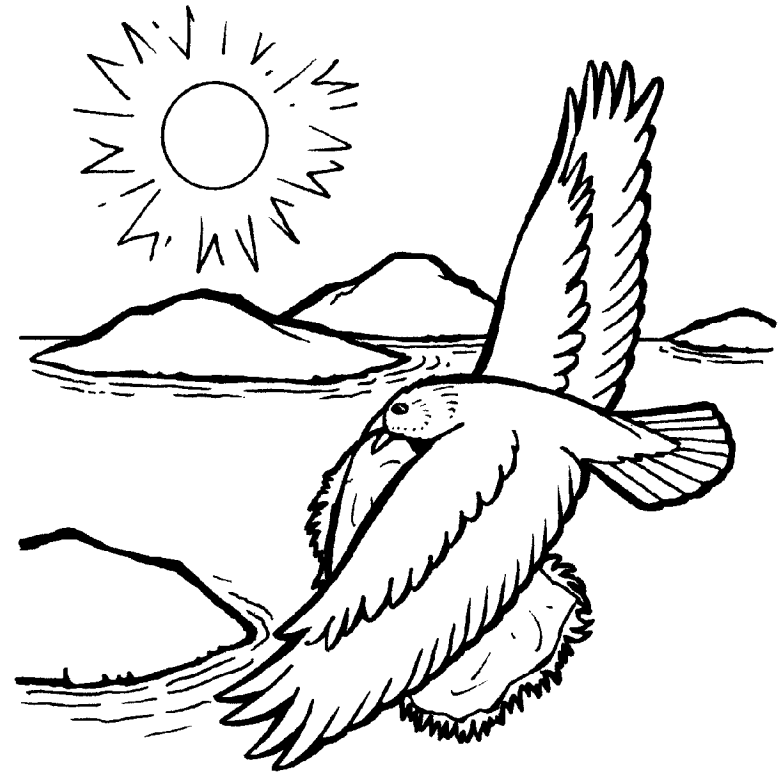


“Tell us, Raven,” said the man,
“where have you come from?”

“Caw, cahaw, caaaw, ca, ca, caw,”
said Raven, eager to share his story.
The people around the fire just
stared at him, unable to understand.

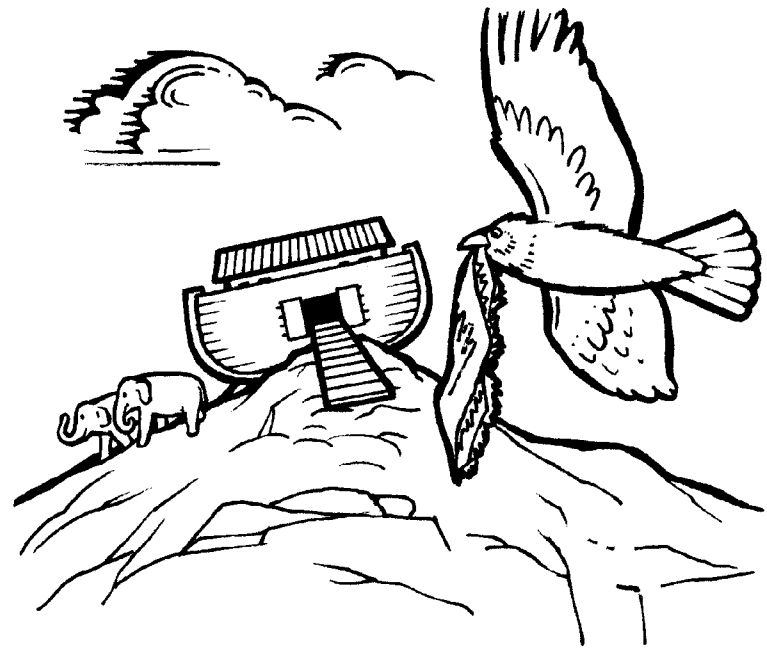
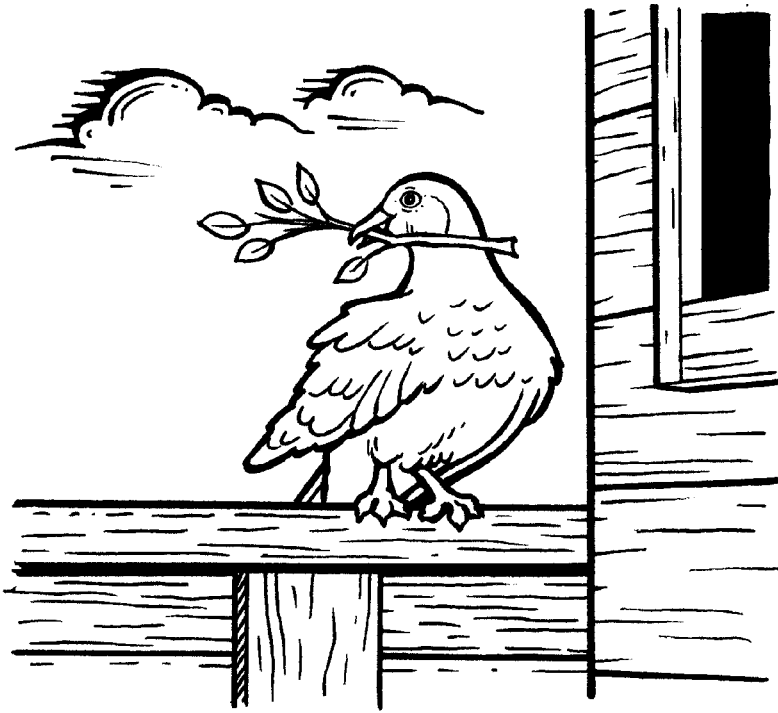
But the man nodded. He was a
wise healer and knew the language
of animals.

“When you have rested, take this deerskin to your master. He must know others have survived the storm.” The man took a piece of charcoal from the fire and traced the outline of his hand onto the deerskin. “When he sees this, he will know you found us.”



After a short nap, Raven began the long trip back to the boat. He was excited to share his news. For seven days he flew, as the sun continued to dry the waters from the Earth.

When Raven had been away for a week, the captain decided to send Dove out to find land. He feared that Raven might not return. The bare tips of many mountains were now visible, but he saw no place to land the large boat. Three days later, Dove returned with an olive twig. They had found a new home.



Raven finally found the boat, and he was very tired. The boat had come to rest on the rocks of a big mountain, far from where Raven had been. As the water formed into lakes and rivers, the land below became a fertile valley. The animals all had wobbly legs from being on the boat so long. They were happily wobbling onto the dry land.

“Caw, cahaw,” said Raven.
He dropped the deerskin at the
captain’s feet.

“You crazy bird,” said the captain,
“Dove found a new home for us four
days ago. Where have you been?”



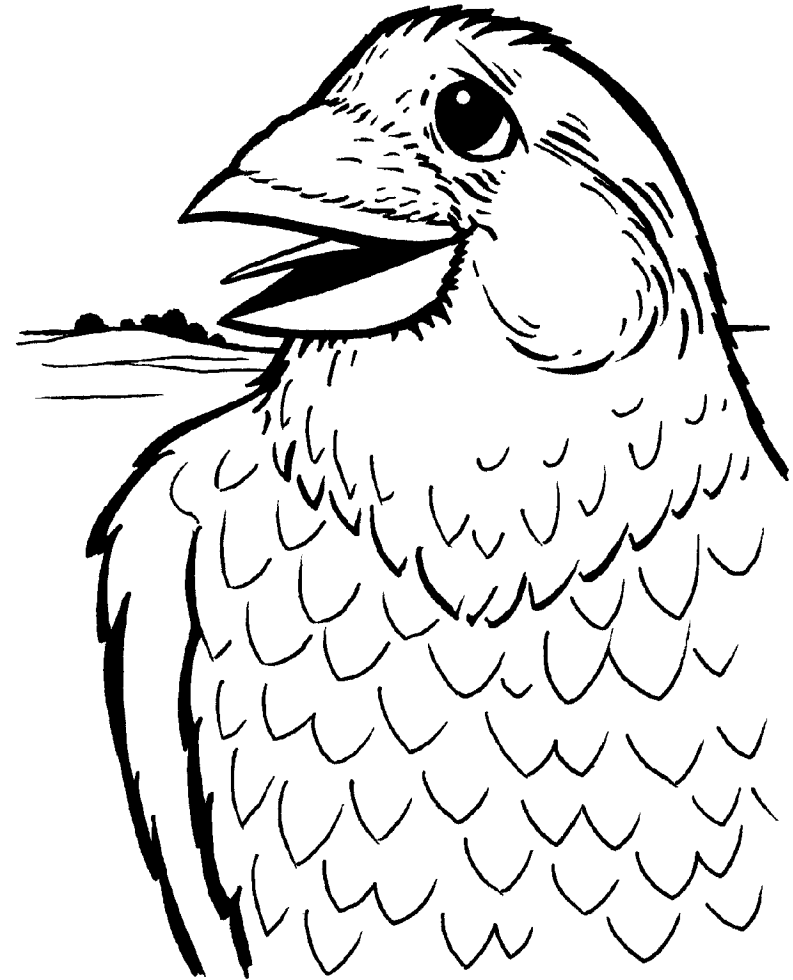
The captain bent down to pick up
the deerskin. He saw the freshly
drawn outline of a hand.

“We are not alone,” the captain
whispered to himself. He danced
in a circle. “We are not alone!”



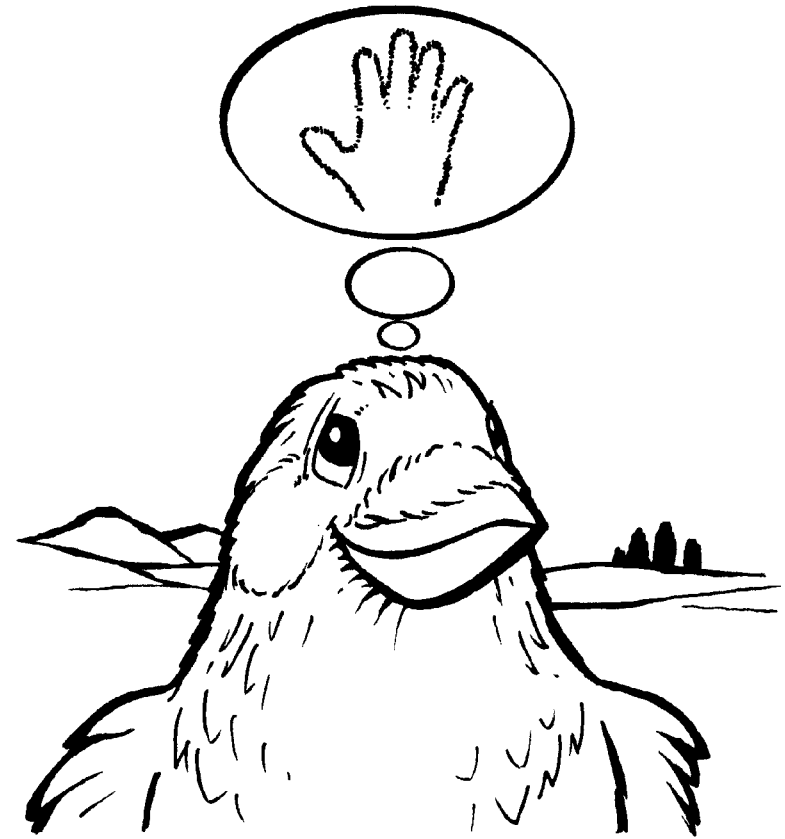


The captain bent down to Raven and whispered, “Thank you, wise bird. But this must remain our secret. If the others know, they will want to leave to find these other people. I am too tired to travel farther. And this is our new home. I can feel it. We must stay here.”



Raven knew the captain was a very wise man. “Caw, caw,” said Raven, agreeing.

So the captain and his crew, each with a wife and children, settled the new land. Their crops grew, and the harvest was plentiful. The animals multiplied and filled the land. Everyone was happy.



Raven kept his promise, and the secret. He talked of Dove as the hero who discovered their new home. But, in his heart, Raven knew they were not alone. He knew his discovery was also very special.

Name _____

INSTRUCTIONS: Using a complete sentence, answer the question in each box.

1. What was your favorite part of the story?

2. If you were the raven, what would you have done differently?

3. What would have happened if the raven had not found land?

4. Do you think the captain will ever search for the other people?



Name _____

INSTRUCTIONS: Use the book to help you write quotation marks where they go in each sentence.

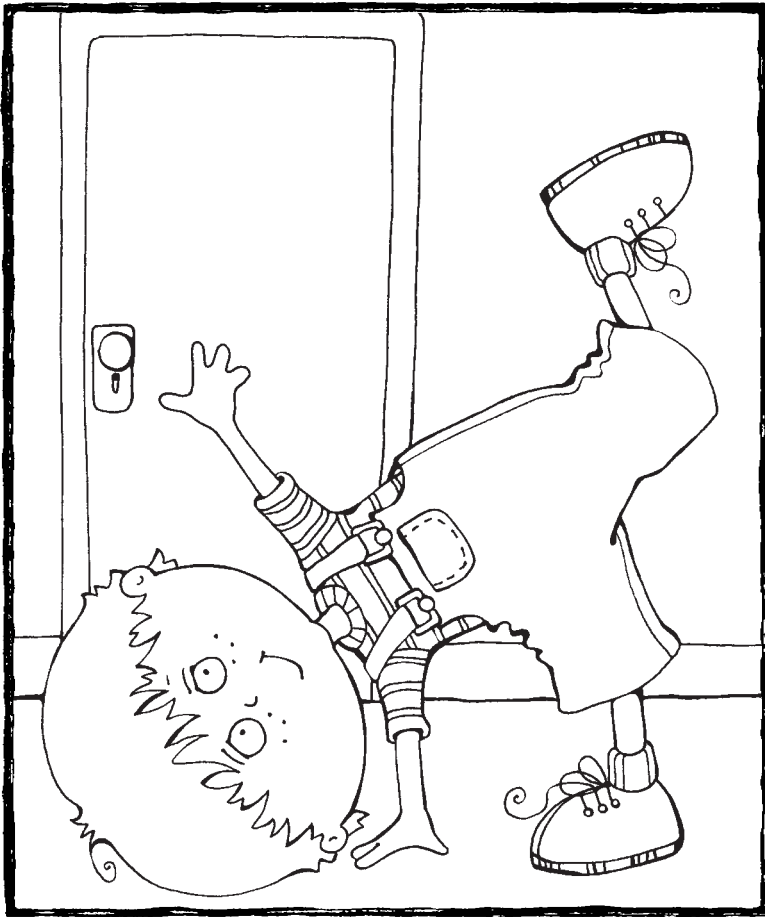
1. Caw, caw, said Raven, agreeing to do this dangerous and important job.
2. Mr. Raven, the captain said, I need to talk with you.
The captain spoke to Raven with respect because what he wanted Raven to do was serious.
3. Tell us, Raven, said the man, where have you come from?
4. You crazy bird, said the captain, Dove found a new home for us four days ago. Where have you been?
5. We are not alone, the captain whispered to himself. He danced in a circle. We are not alone!
6. When you have rested, take this deerskin to your master. He must know others have survived the storm.



The UpDown Boy

A Reading A-Z Level N Leveled Reader

Word Count: 706

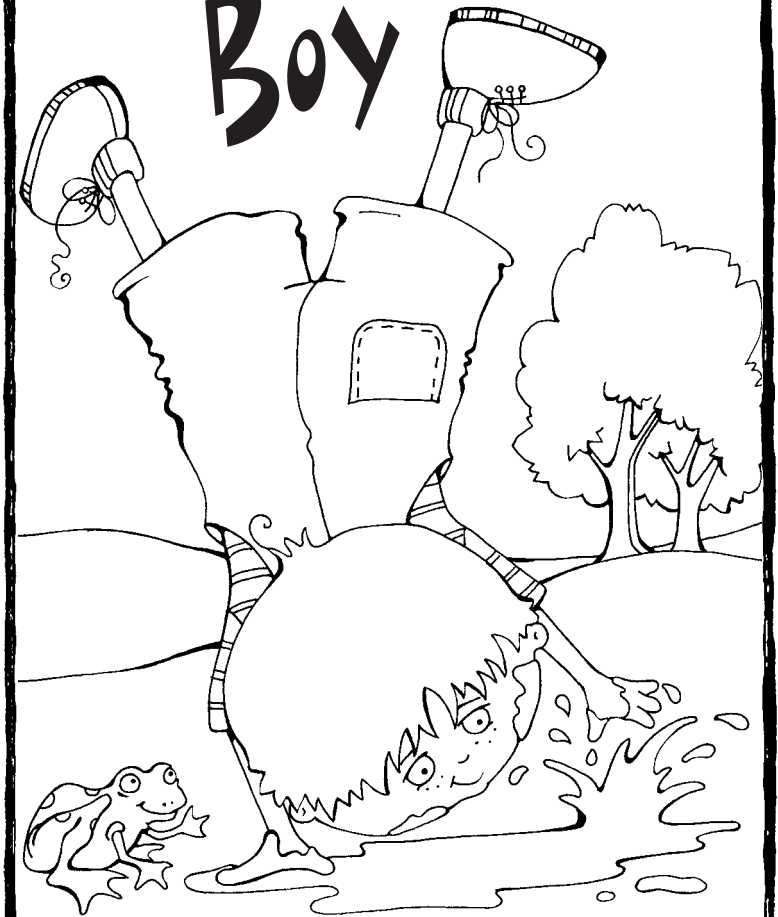



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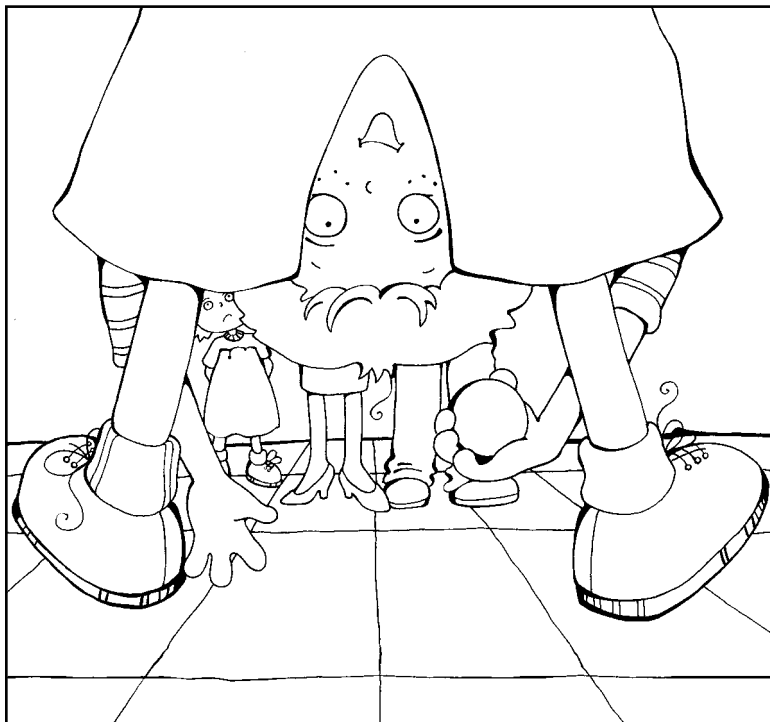
THE UPDOWN Boy



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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THE UPDOWN BOY



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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



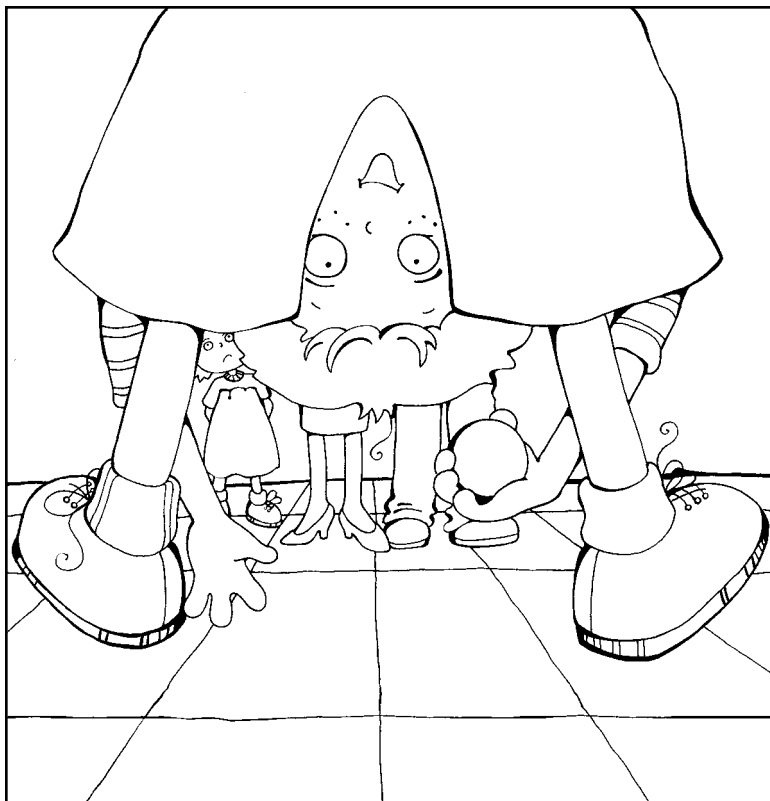
There once was a boy who noticed
that people had become very,
very sad.

And, of course, this made the boy
very, very sad.



He tried to make the people laugh.
But no matter what wonderfully silly
face he made, no one would smile.

It was a sad world he lived in.



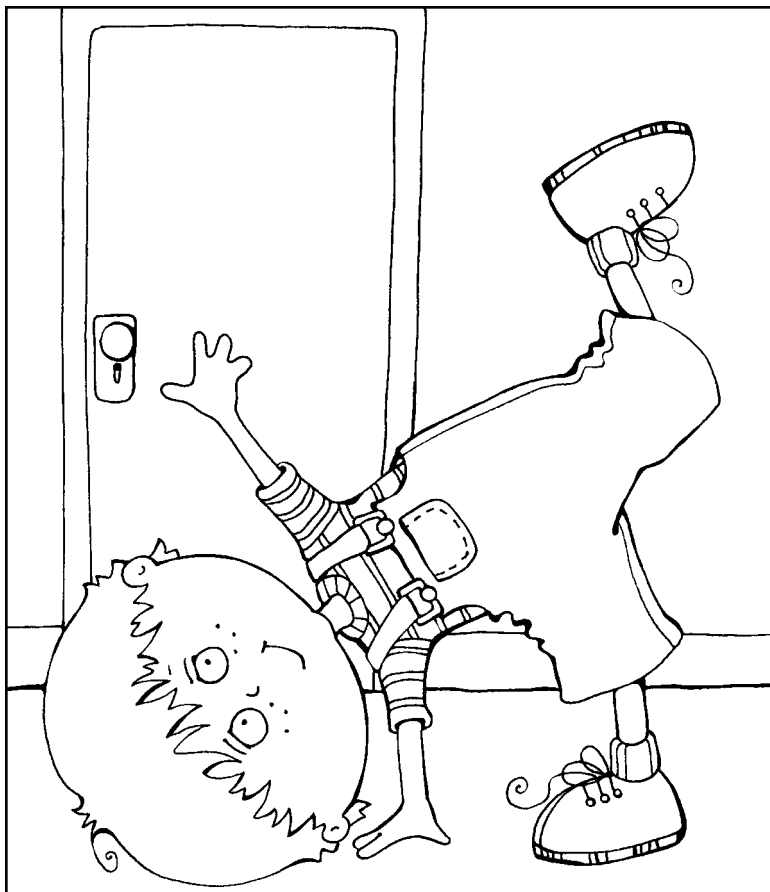
It was then that the boy made a magical discovery.

His discovery was made in the simplest of ways. He had bent over to pick up a ball. As he was bent over, he saw the world through his legs—upside down.

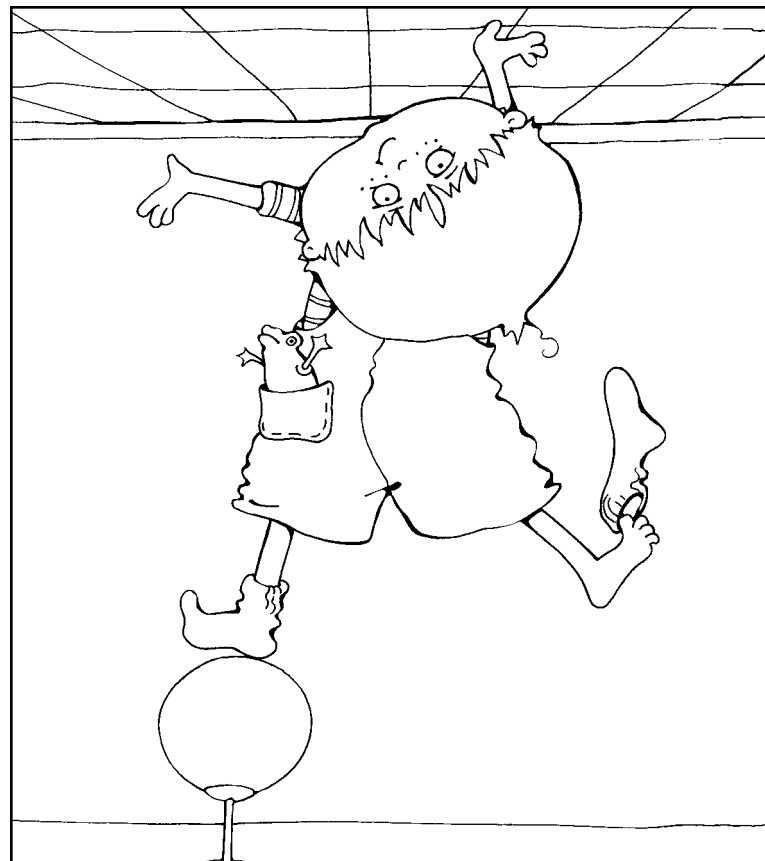


It looked like people were walking on the ceiling. What had been *up* was now *down*. The long, sad frowns of the people, now upside down, looked like great big smiles.

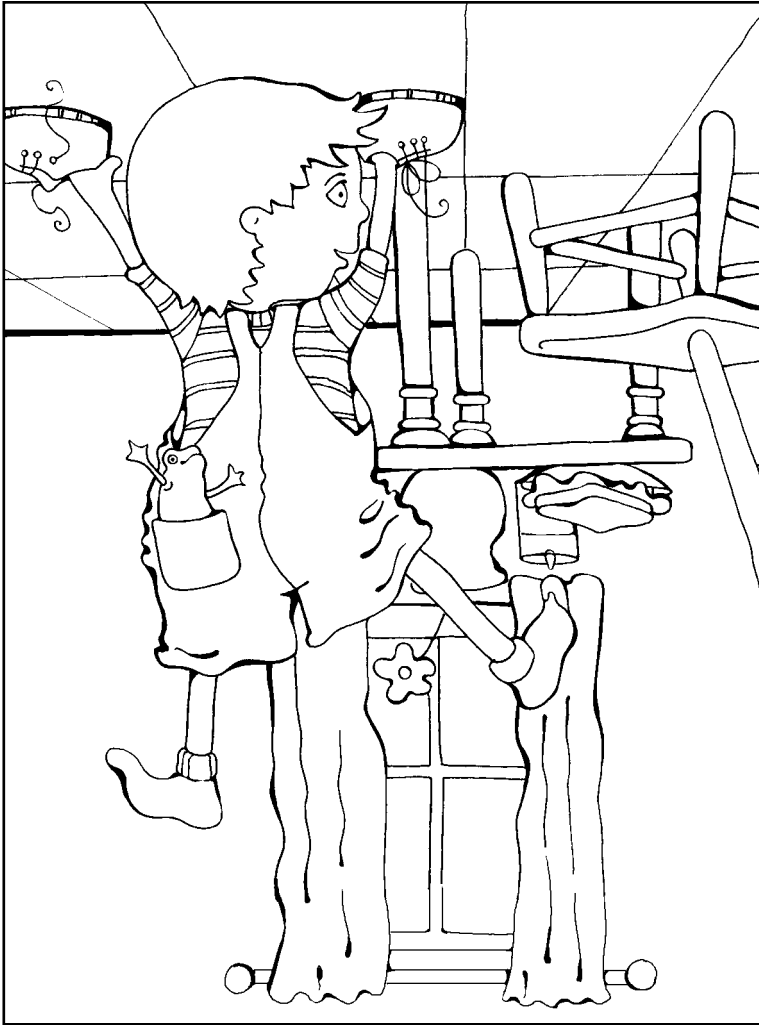
The boy had found an UpDown world.



So he placed his hands on the floor and lifted his legs high in the air. His hands and arms did what his feet and legs had done so well before. Excited, the boy began to explore his new UpDown world.



Now what used to be *up* was *down*, and what used to be *down* was *up*. The floor was the ceiling, and the ceiling was the floor. And frowns were smiles. He was the UpDown Boy.



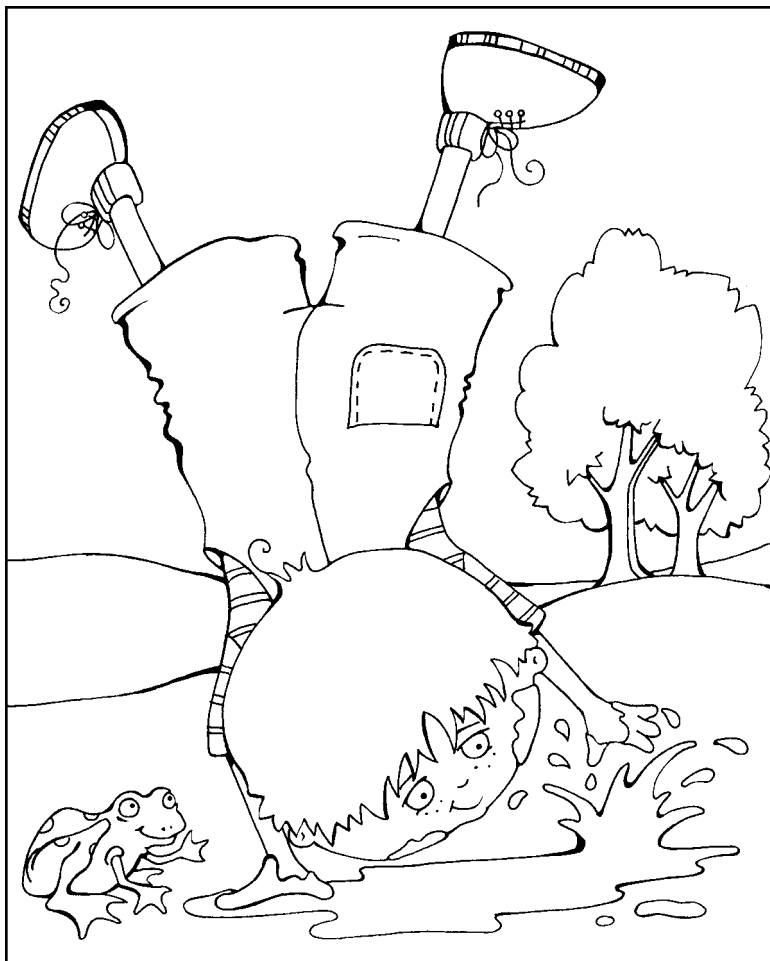
There are *good* things and *bad* things about being an UpDown Boy. There is *good* and *bad* about *up* being *down* and *down* being *up*.



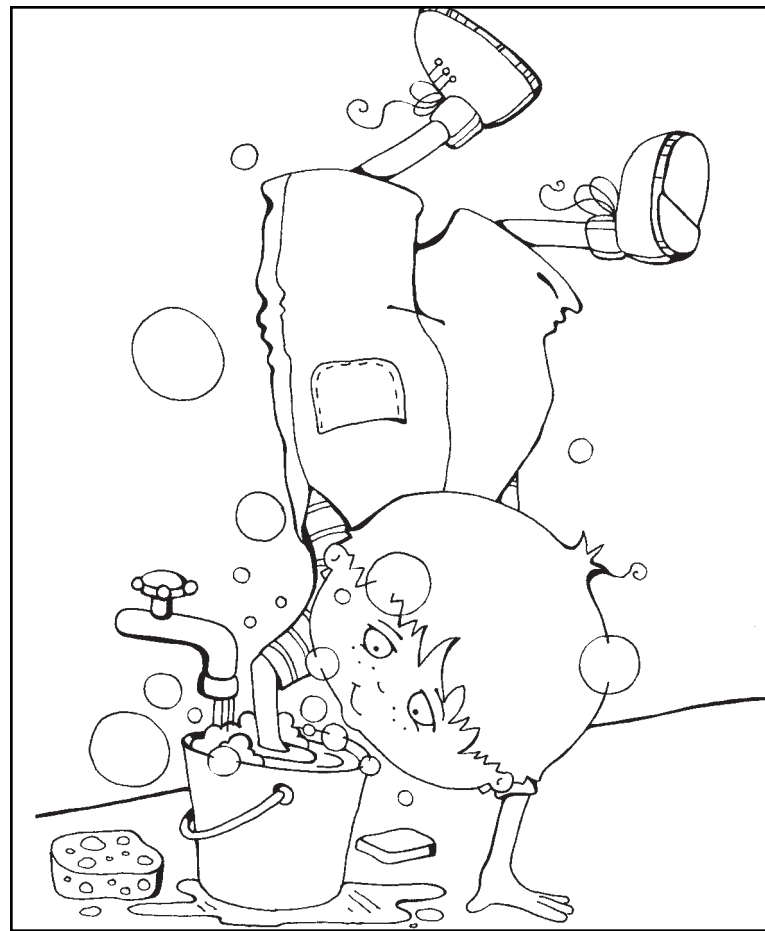
There was used, gooey gum that used to be *down* but now was *up*.

Up gooey gum stuck to the boy's *down* hand.

This was a bad thing!



Puddles that used to be *down* now were *up*. Puddles were always a lot of fun. But little boys got in trouble when shoes walked in puddles. Shoes were hard to clean.



Now that *down* was *up*, mud puddles felt squiggly good. Dirty walking hands could easily be cleaned.

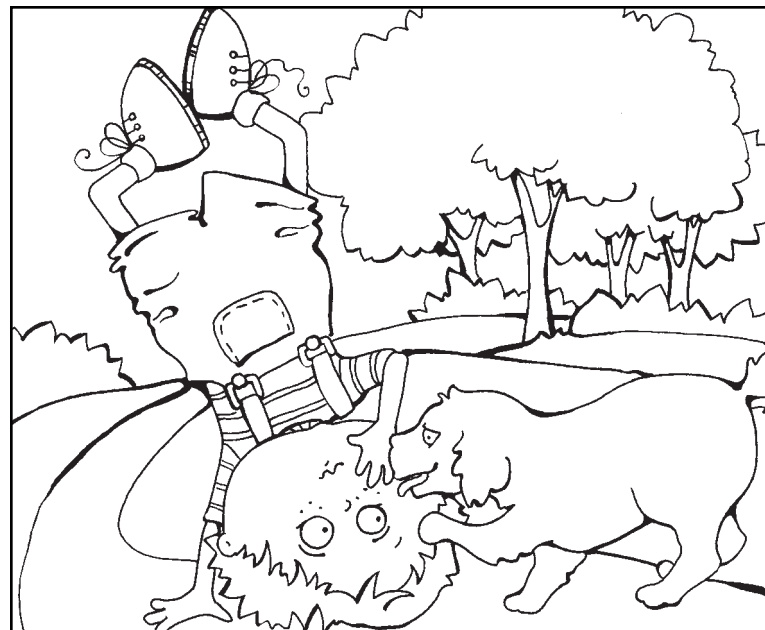
This was a good thing!



The cat that used to be *down* now was *up*, too. The cat thought the UpDown boy was funny.

No more rubbing on the little boy's legs that could kick and bump. Now the cat rubbed on UpDown Boy's cheeks and nose—tickly, tickly nose.

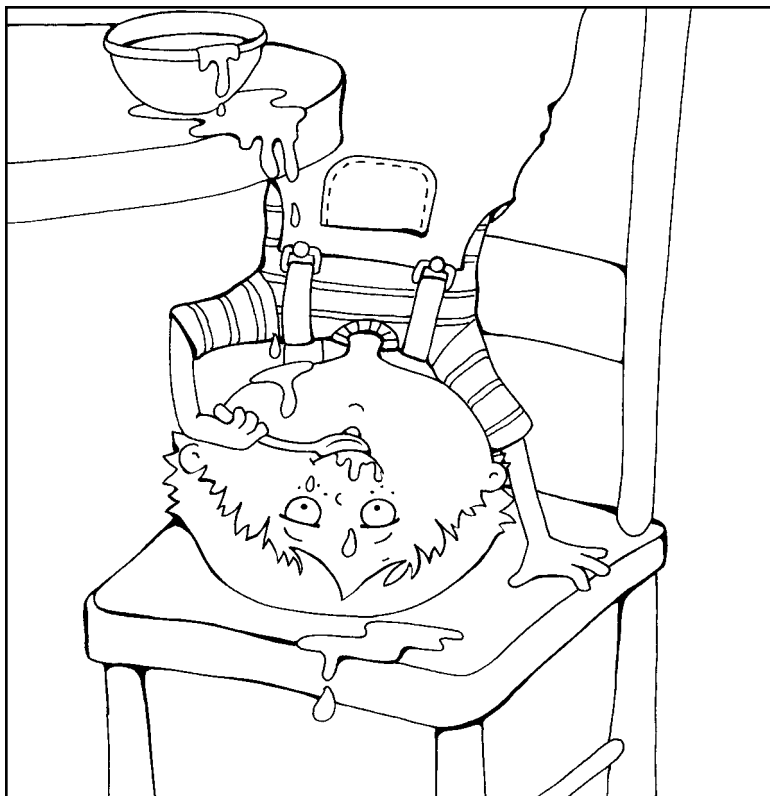
“Oh, oh, oh ka-chew!”



The puppy that lived down the street was the fastest and slickest licker around.

Now that *down* was *up* and *up* was *down*, the puppy had never had so much to quickly lick. He had much to lick now that he was nose-to-nose with the UpDown boy.

“Oh, yuck!”



Dinnertime came. Still the UpDown boy was where *up* was *down* and *down* was *up*.

The table and chair were *up*, so the boy put his head *down* on the chair. He tried to eat from the table that now was *up* instead of *down*.

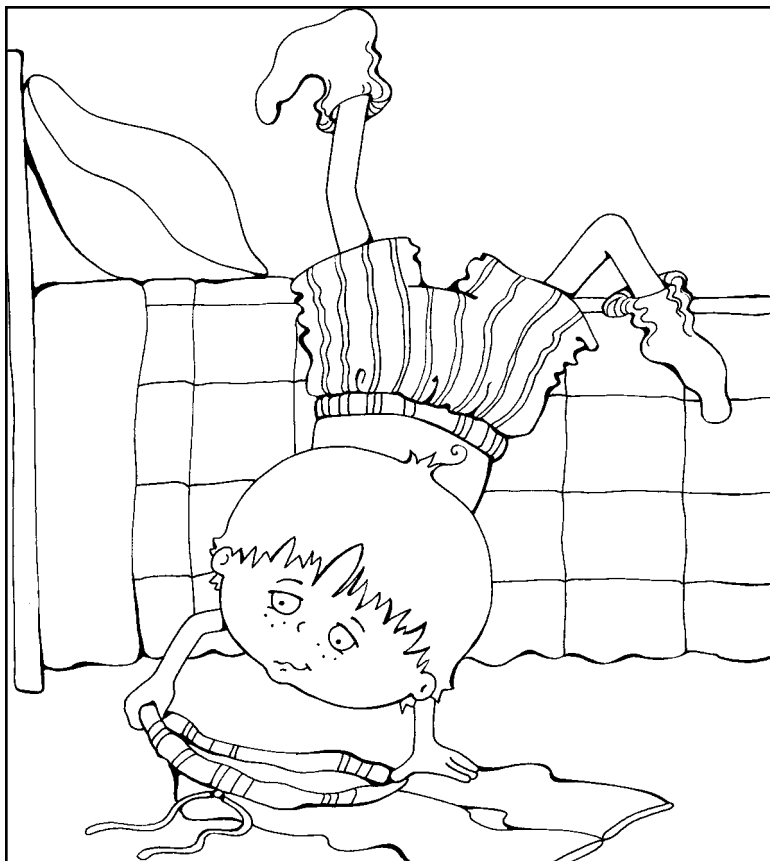


It would have been much easier had the boy had a sandwich or a bit of fruit.

There was no sandwich. There was no fruit.

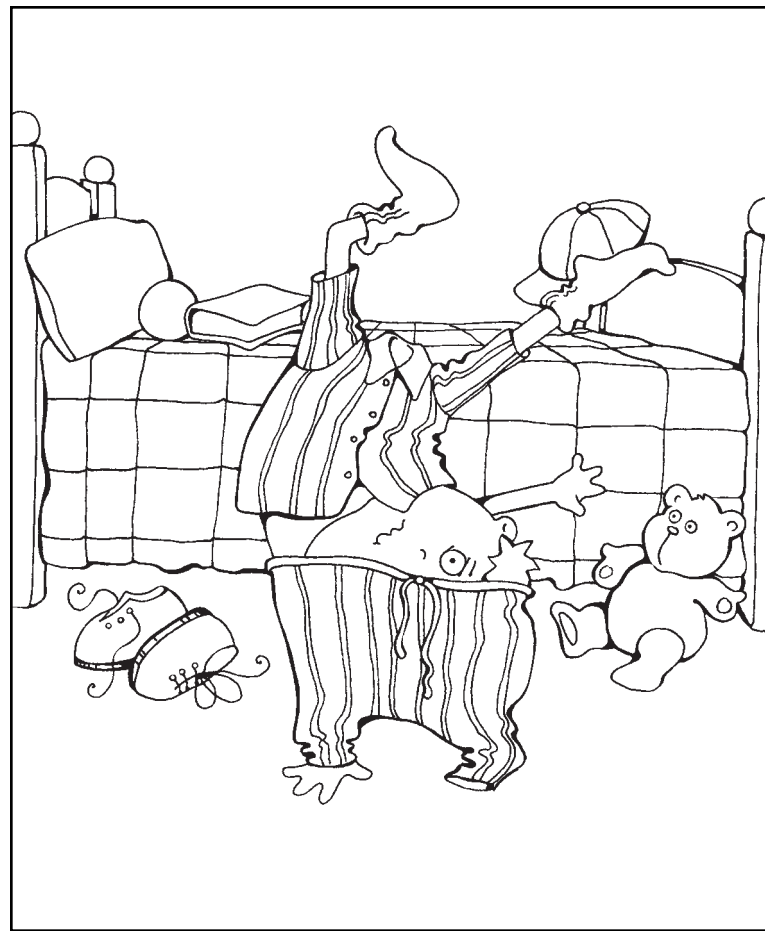
There was only a bowl of *up* soup. The boy tried to *down* the soup.

Oh, what a mess!



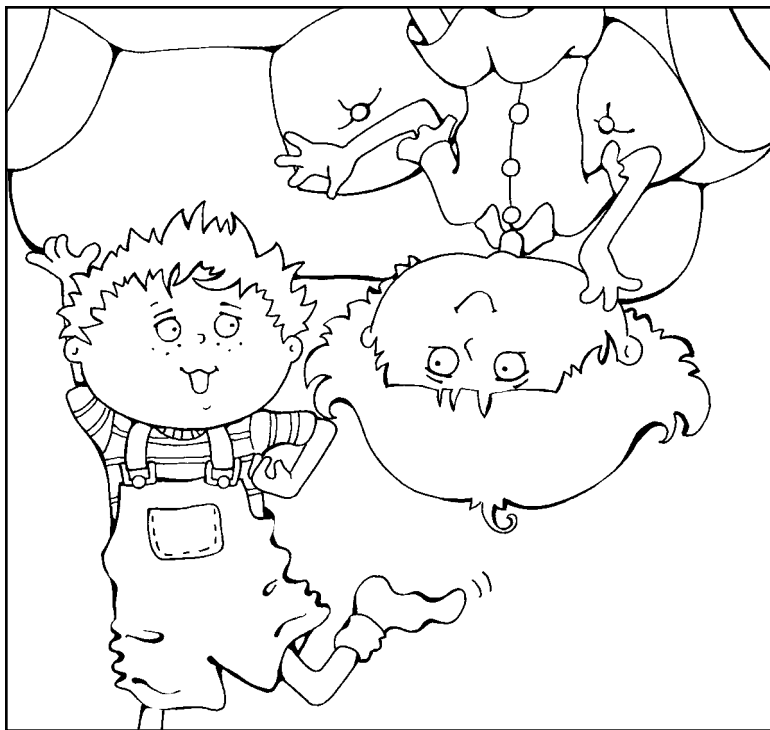
The UpDown day went faster than fast. Finally, it was time to go to bed.

The boy started to put on his pajamas. Oh, no! Now *down* was *up* and *up* was *down*, and *what* went *where* and *how*?



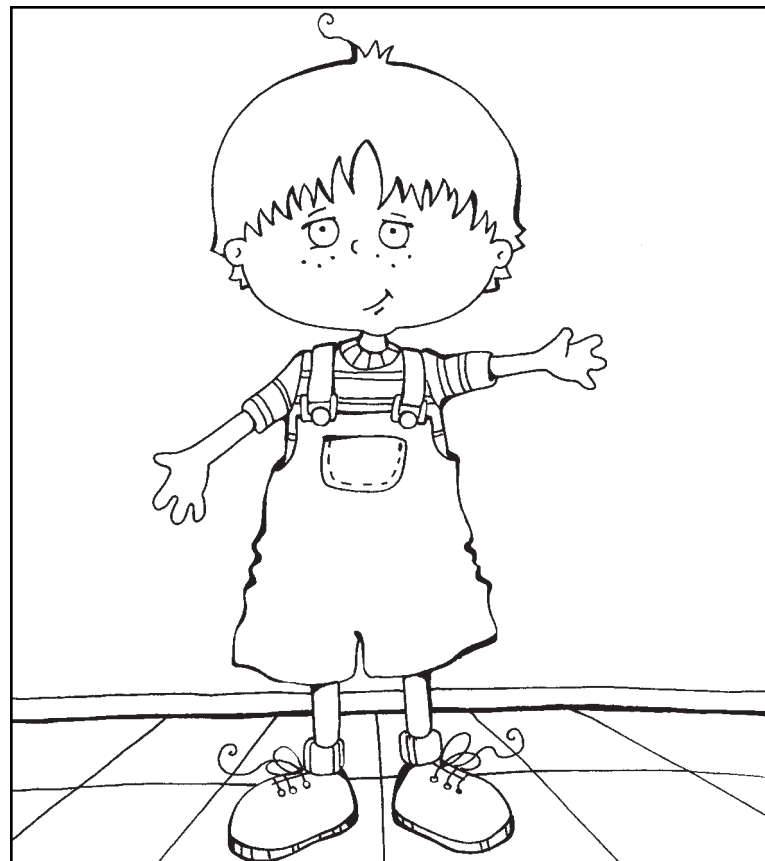
Pajama tops went on the bottom, which used to be the top. The bottoms, which were now the tops, covered the boy's head.

It was all very confusing.



Worse than worse, people were frowning again. Their faces were turned upside down.

The little UpDown Boy tried to make the people laugh. But no matter what silly face he made, no one smiled—they could only frown.



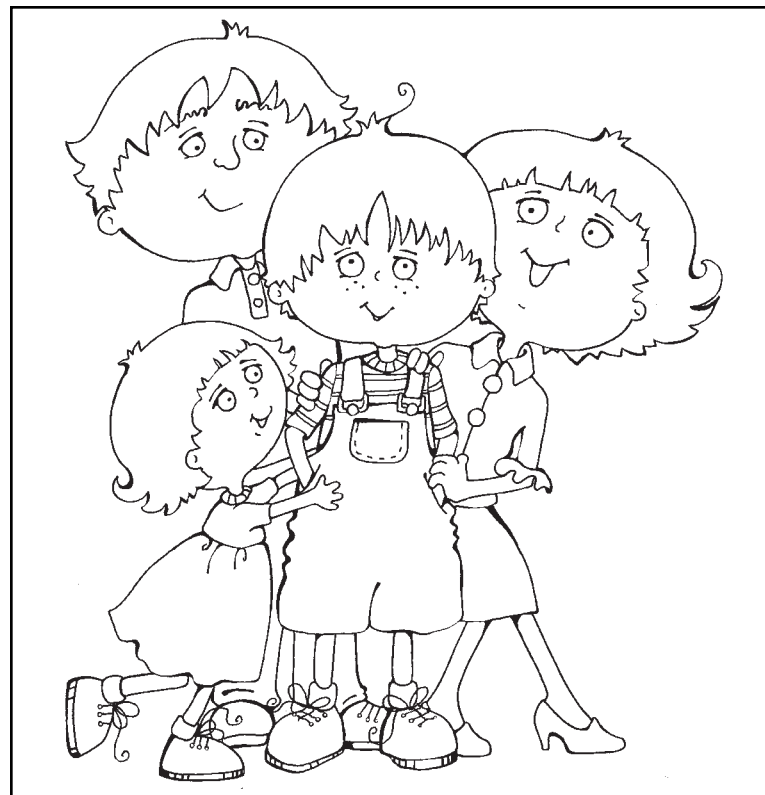
And so the UpDown Boy went right side up. Now what was *down* was *down*, and what was *up* was *up*.

Although he was now right side *up* again, this story doesn't end going *down*.



There was a surprise waiting for the UpDown boy after he went right side *up*.

What had seemed to be frowns were really smiles in this right-side-up world.



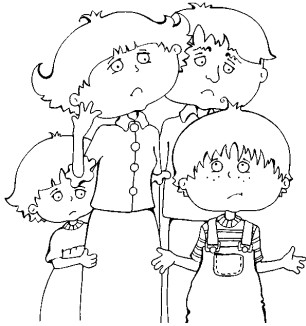
The people had smiled when the UpDown boy had muddled through puddles. They laughed when he slurped his soup.

The people had forgotten for a time what had made them sad in our UpDown world.

Name _____

INSTRUCTIONS: Fill in the storyboard with information from the story.

Problem



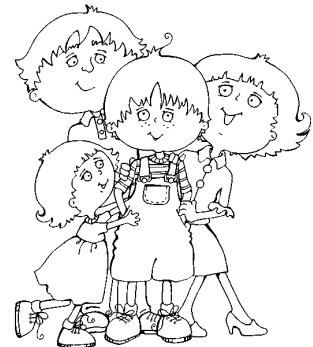
Events

Event #1

Event #2

Event #3

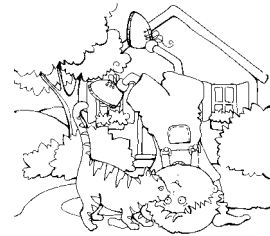
Solution



Name _____

INSTRUCTIONS: Write the correct describing word from the box in the sentence. Use the book to help you figure out the answers. When you are finished, choose two describing words and use them in a sentence.

1. But no matter what wonderfully _____ face he made, no one would smile.
2. It was a _____ world he lived in.
3. It was then that the boy made a _____ discovery.
4. So he placed his hands on the floor and lifted his legs _____ in the air.
5. There was used, _____ gum that used to be down but now was up.
6. This was a _____ thing!
7. Shoes were _____ to clean.
8. The cat thought the UpDown boy was _____.
9. The puppy that lived down the street was the _____ and slickest licker around.
10. It would have been much _____ had the boy had a sandwich or a bit of fruit.

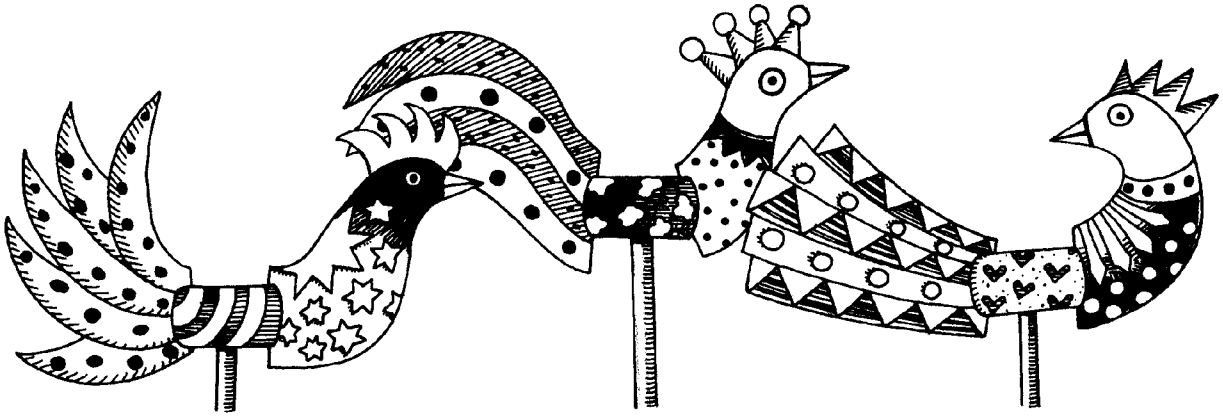


silly	sad	easier	fastest	funny
hard	bad	goeey	high	magical

My Sentence: _____

LEVELED READER • N

Puppets

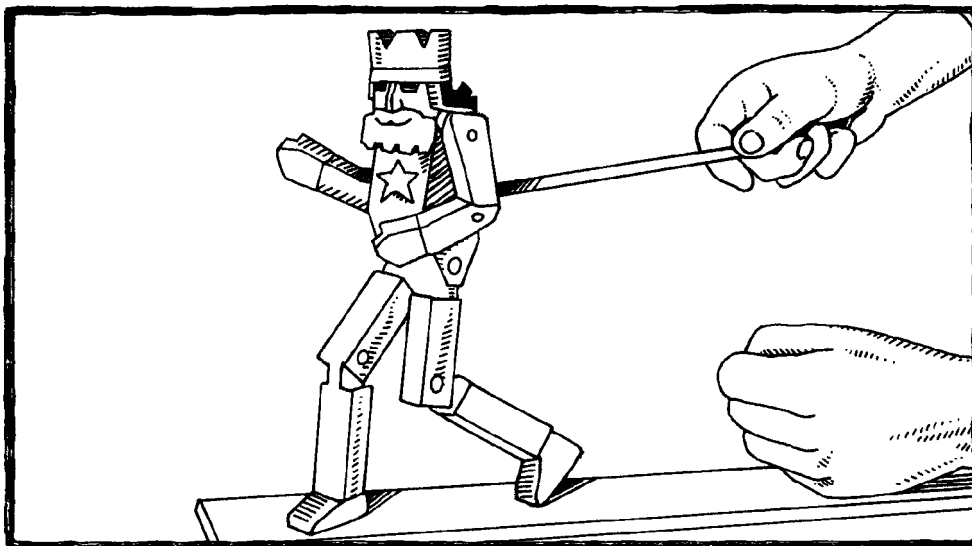


Written by Kira Freed • Illustrated by Darcy Tom

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Puppets

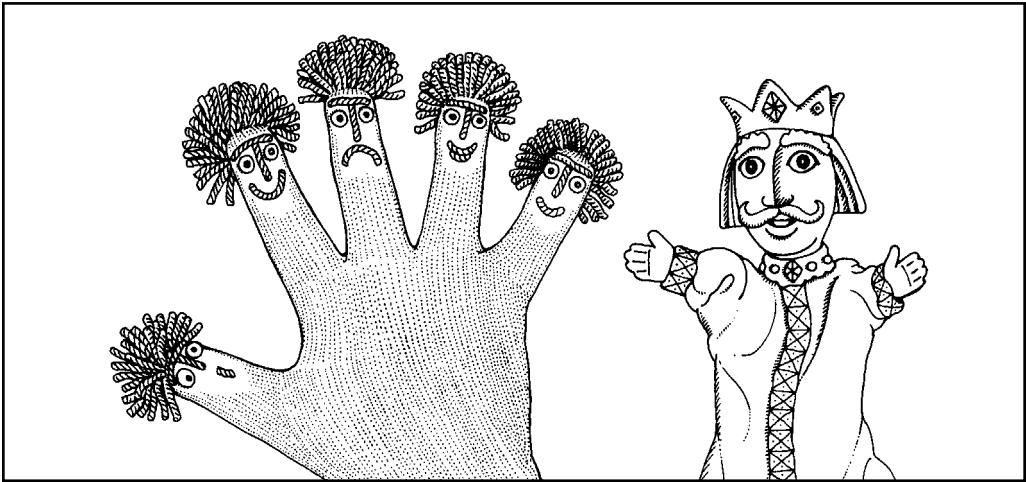
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28	DRA
20	Reading Recovery
M	Fountas & Pinnell
LEVEL N	

Correlation

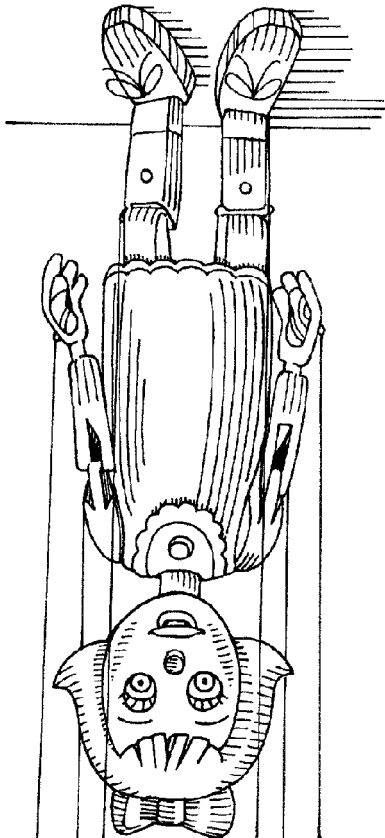
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3

4



For centuries, puppet making was the work of woodcarvers. Puppets like Pinocchio were made of pieces of wood attached at the joints. Modern puppet makers have a choice of many more materials. They can use plastic, wood, animal skin, metal, fiberglass, and other materials. Each has its own special qualities.

Introduction

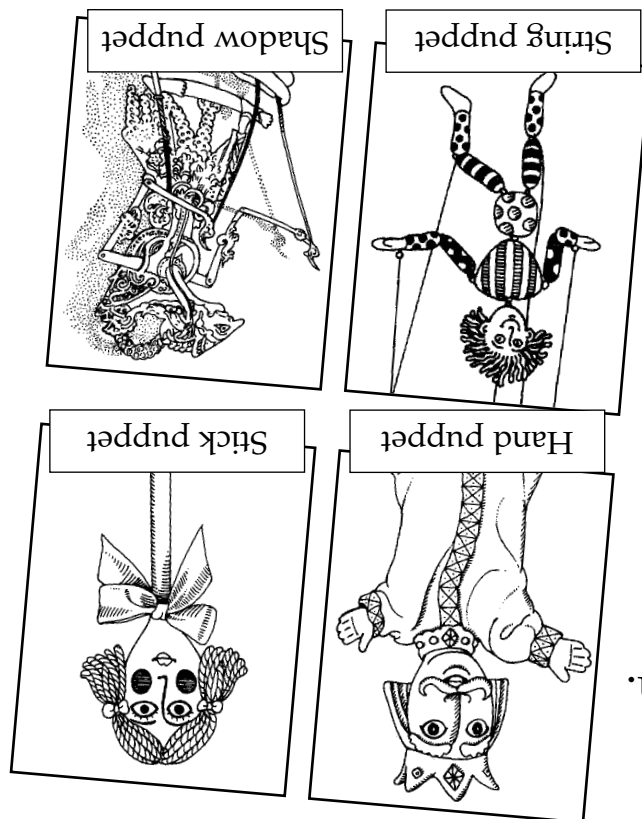
Puppets have been around for thousands of years. They have been popular all over the world. In each place, people have created and enjoyed puppets in ways that reflect the region's culture.

The people who make puppets come to life are called puppeteers. It takes a lot of training to be a good puppeteer.



Ancient Chinese hand puppet

5



Like other art, puppets are the result of someone's imagination. Jim Henson, creator of the Muppets, first got the idea for Kermit the Frog from a Ping-Pong ball and his mother's green felt coat. With a little imagination, just about anything can be turned into a puppet. Let's look at the four different kinds of puppets.

6

Hand Puppets

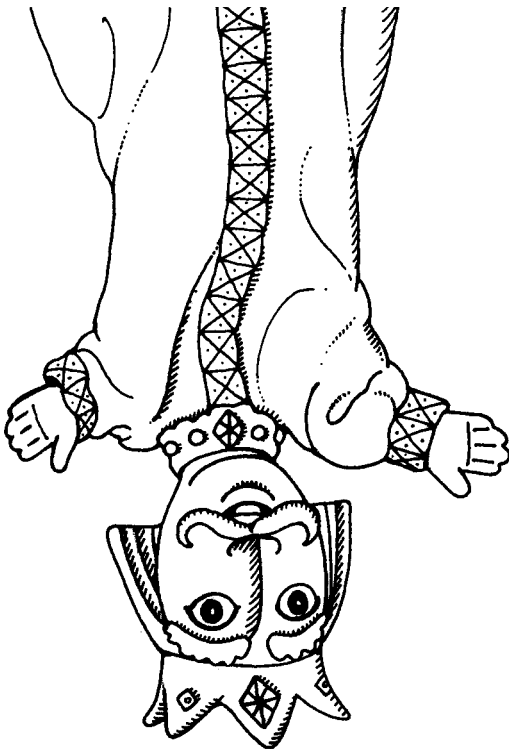
Hand puppets use the movement of your hand to give “life” to the puppet. They are usually soft-bodied puppets. Sometimes they have heads made of papier-mâché or Styrofoam. Finger puppets and glove puppets are types of hand puppets.

7

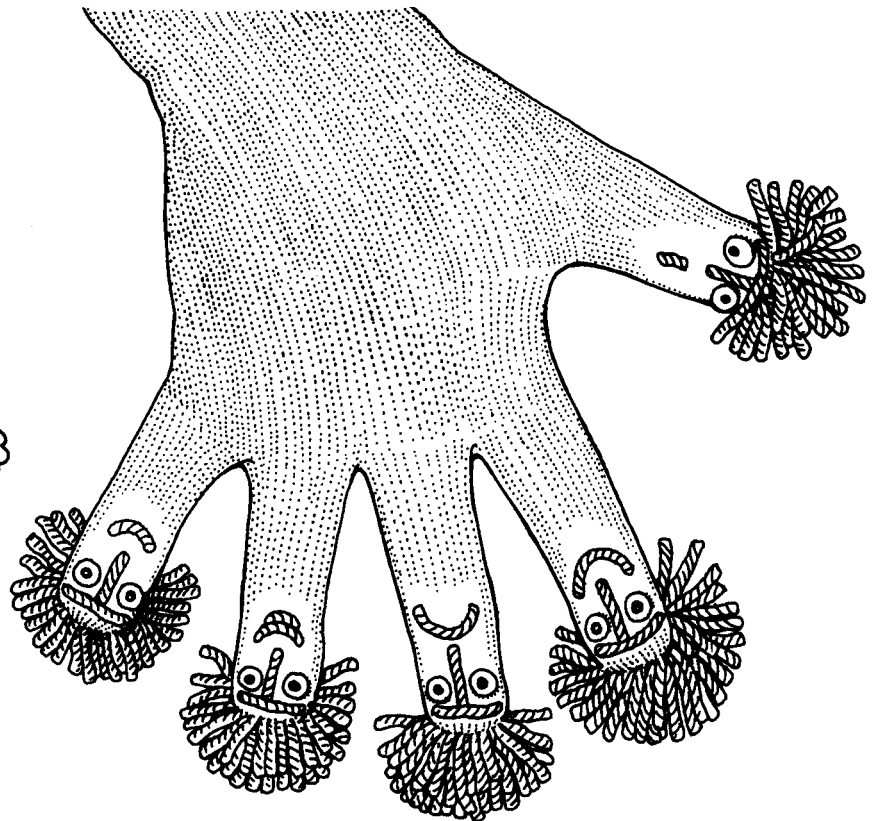


Finger puppets

Hand puppet



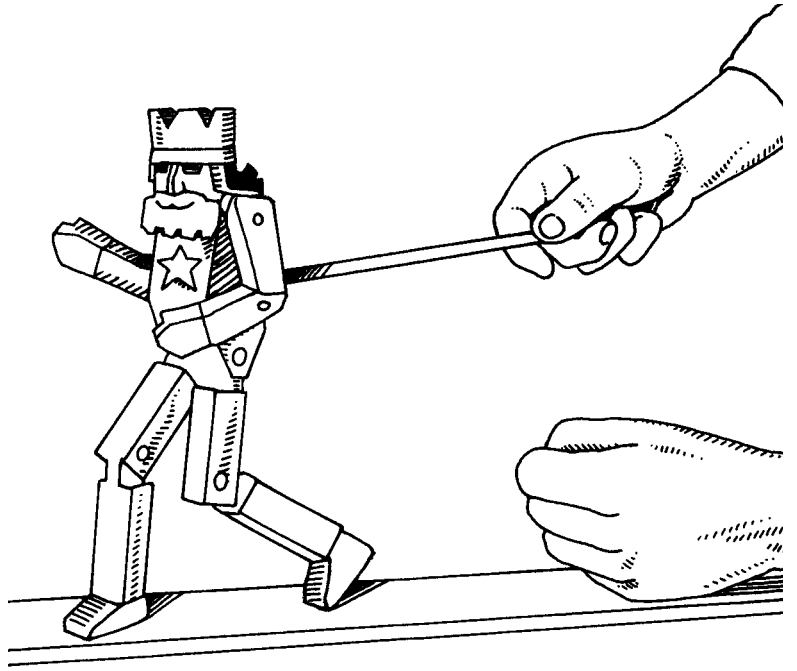
Glove puppets



8

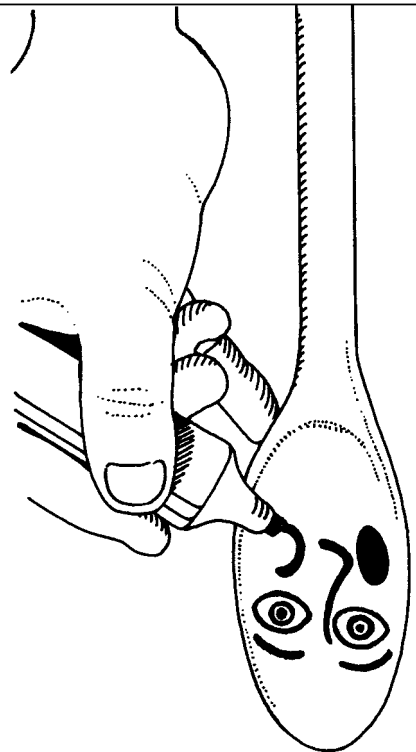
Stick Puppets

Sticks are used to support the upper body of a stick puppet. A well-known stick puppet is the dancing man, which is made of wood. It has joints that move. By bouncing the man on a table or floor, he appears to dance.



Stick puppet

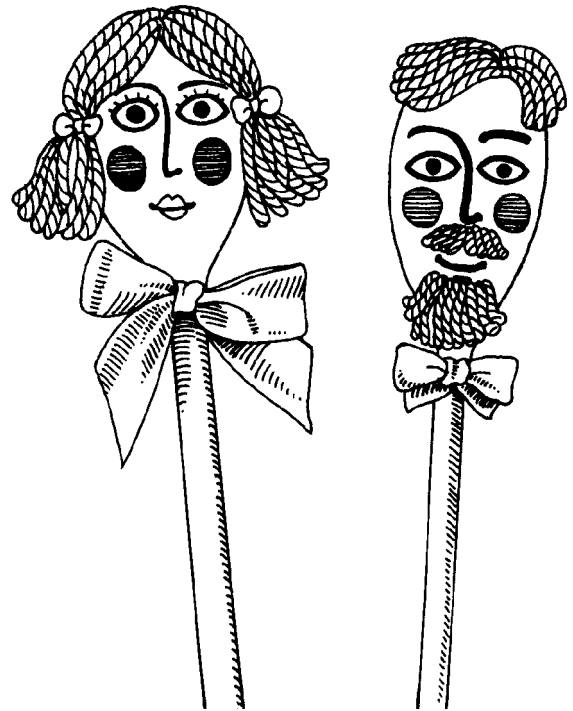
- You can make a simple stick puppet by using a wooden spoon.
1. Use black felt-tipped pens to draw eyes, a nose, and a mouth.
 2. Use a pink felt-tipped pen to add color to the cheeks.
 3. Create hair by attaching yarn or pieces of take fur to the spoon with clear, all-purpose glue. You might also want to add a mustache or beard if the puppet is a man.



Make a Stick Puppet

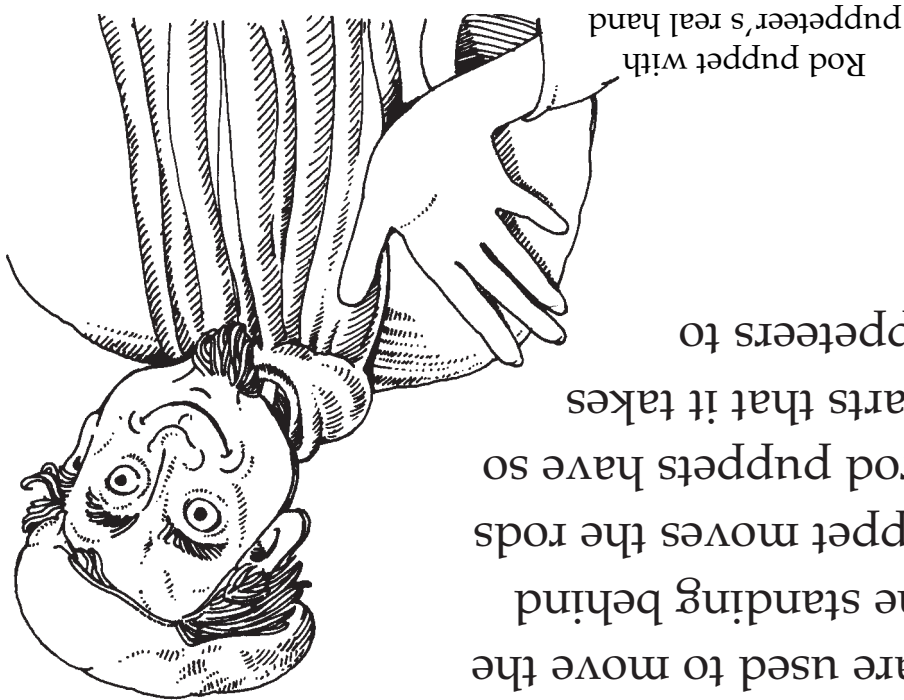
4. Tie a piece of ribbon at the neck of the puppet to create a bow or bow tie.
5. You may want to add other details such as sequins and glitter.

You can make a whole family of stick puppets using wooden spoons of different sizes. You can also have fun making zoo animals, different kinds of dogs or cats, or people from different cultures around the world.



11

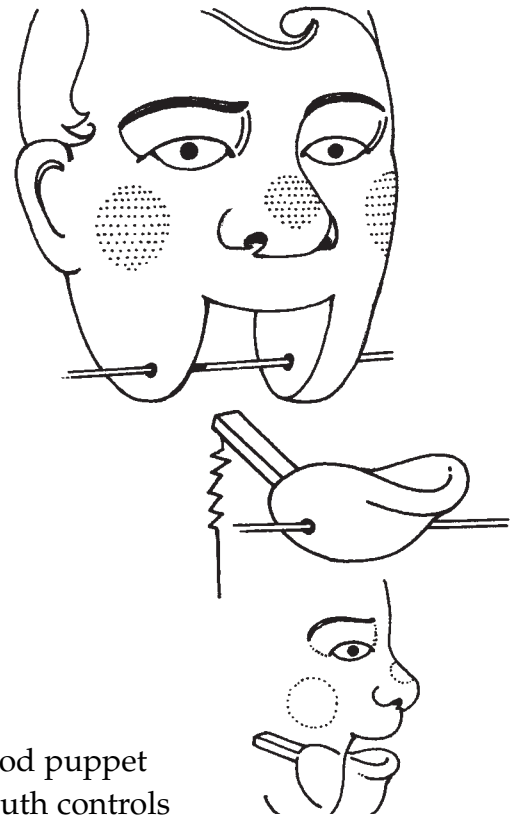
12



Rod puppet with
puppeteer's real hand

Rod puppets are an advanced kind of stick puppet. Rods and wires hooked to rod puppets are used to move the puppet. Someone standing behind or below the puppet moves the rods or wires. Some rod puppets have so many moving parts that it takes two or three puppeteers to work them.

Like stick puppets, rod puppets use a stick or rod to support their upper body. They also use rods to move the arms and legs. Puppeteers move the rods and wires to make the puppet wave, gesture, walk, hop, run, and dance. Rod puppets may also have controls that move the mouth, eyes, and eyebrows. These movements change the look of the puppet's face.



Rod puppet
mouth controls

13

14

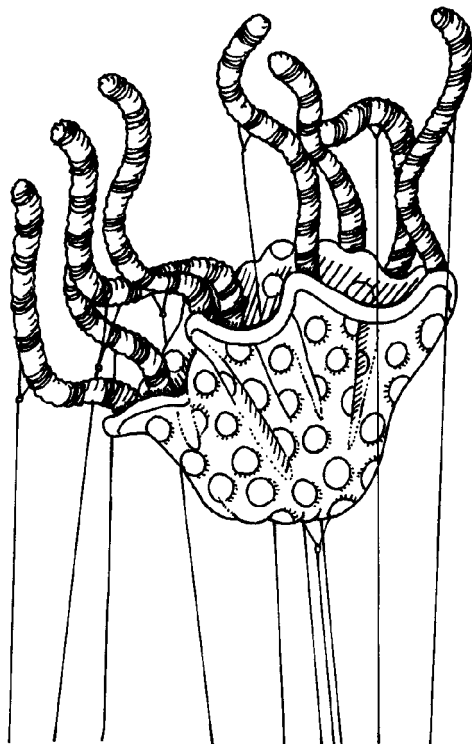
1. Ask an adult to help you place a dowel rod on the doll or teddy bear. You can tape, wire, or stitch the rod to the back of the puppet's upper body. If the puppet's body is soft, you may want to cut a hole in the bottom or lower back of the puppet. Then push the rod up through the body to the head. An adult can help you decide the best place to put the rod.
- Start with an old doll or teddy bear. Get three wooden dowel rods. Ask an adult to help you decide how thick the dowel rods need to be. They should be strong enough to support the weight of the puppet.

Make a Rod Puppet

2. Put a rod on each hand of the puppet in the same manner. This will allow you to move the hands and arms. Then your puppet will seem more real.
3. It may take practice to move the rods in ways that will make your puppet move. With practice, you will learn the best ways to hold the rods.



15



String puppets, or marionettes, move by strings or wires hooked to different parts of their bodies. The other ends of the strings or wires are hooked to a cross-shaped piece of wood. A puppeteer makes the puppet move by holding this piece of wood and moving it. String puppets can be moved in more ways than other types of puppets. They are able to dance, leap, and fly.

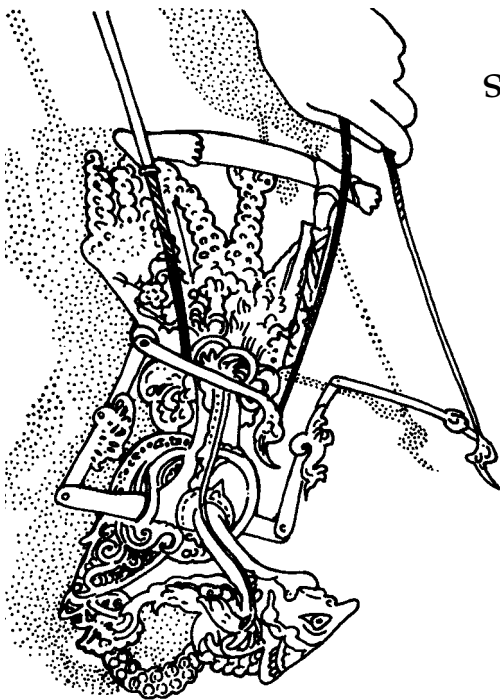
16

String Puppets

Because string puppets can move in so many ways, they are the most difficult kind of puppet to use. They have to be built carefully. If a string puppet is too heavy, the puppeteer will get tired from holding it up. If the puppet is too light, small breezes will cause it to move.



17

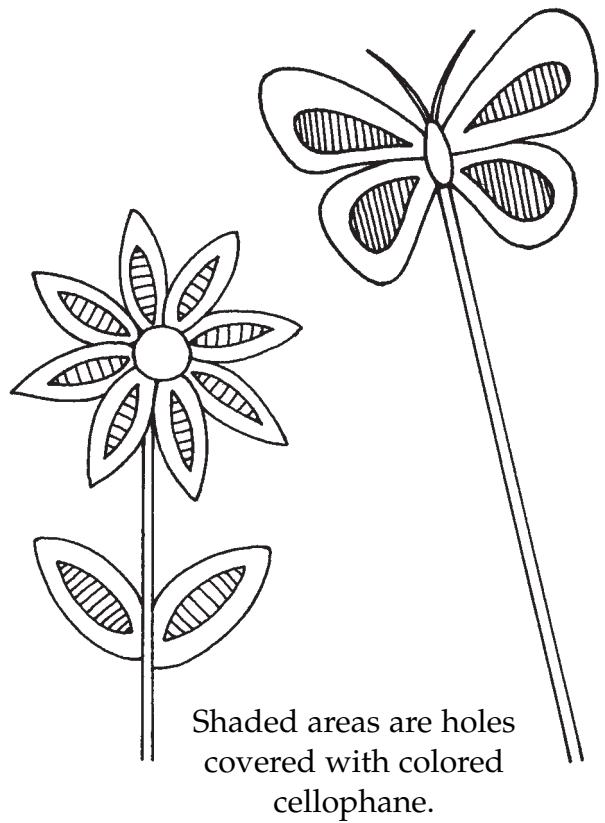


Shadow puppets are usually flat puppets that are moved behind a screen that you can see through. The audience does not see the actual puppet. They see just the puppet's shadow cast on a screen. Since only the shadow is seen, there is no need to add details such as a painted face to a shadow puppet. Still, many shadow puppets are created with great detail.

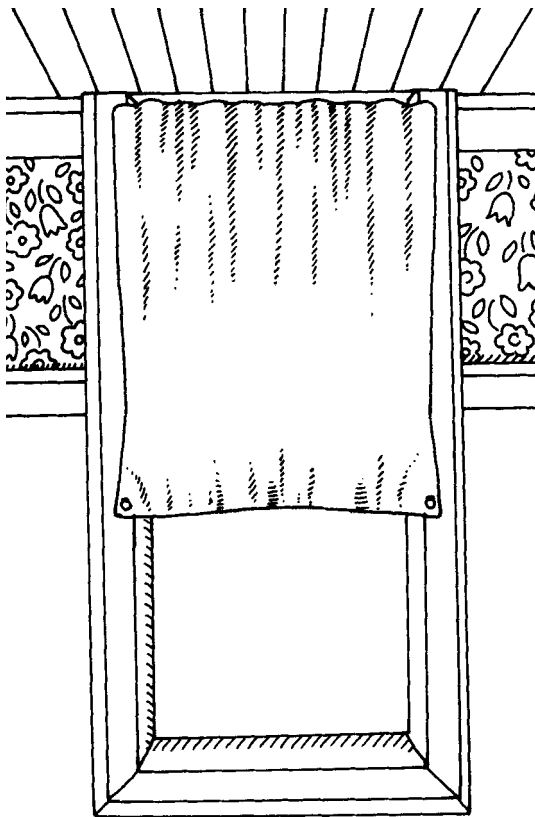
18

Shadow Puppets

It is possible to add color to a shadow puppet's shadow. An easy way to do this is to first cut holes in the main body of the puppet. Then cover the holes with colored material that light can pass through, such as colored tissue paper or cellophane.



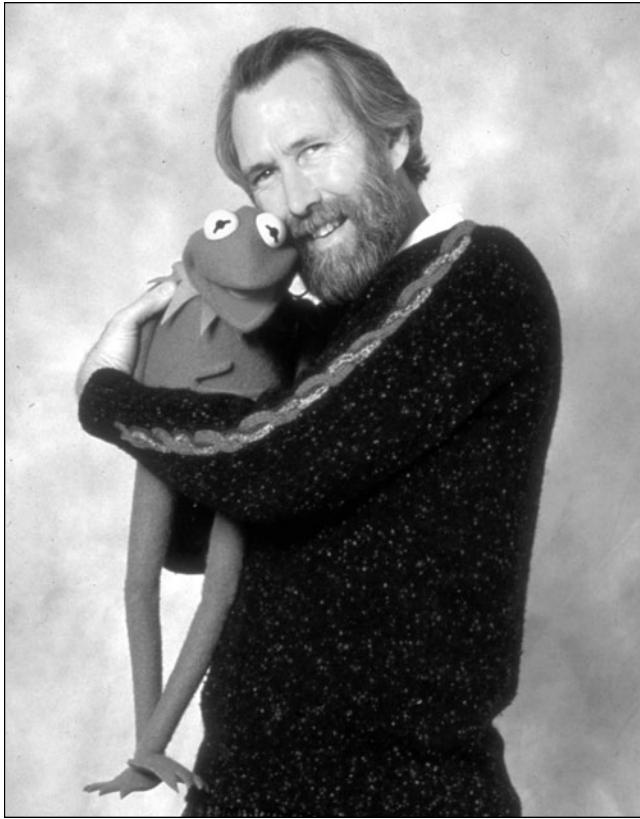
19



Many puppeteers like to be hidden. This makes it easier for people watching to use their imaginations during a puppet show. The type of stage used for a puppet show depends on the type of puppets. A table, a large box, or the floor can be used as a stage. A blanket tacked halfway up a doorway will also work.

20

Puppet Stages



famous Puppets

One of the most famous puppeteers of all time was Jim Henson. Jim created the Muppets, including Kermit the Frog and Miss Piggy. He also created the Sesame Street characters, including Bert and Ernie, Oscar the Grouch, Grover, Cookie Monster, and Big Bird.

21

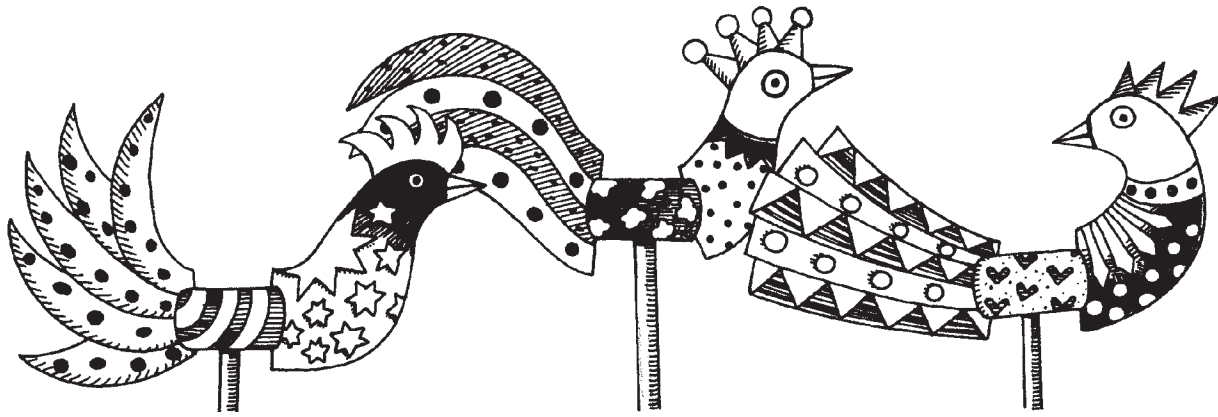
Collecting Materials

Many of the materials for making puppets can be found around your house. Others do not cost much and can be found at a craft store. You can even find puppet materials at yard sales!

Here are some materials to be on the lookout for:

- cardboard
- feathers
- take fur
- fabric scraps
- glitter
- ribbon
- socks and gloves
- sequins
- buttons
- colored cellophane
- yarn
- magic markers
- tempera paint
- corks
- feathers

22



This book is just an introduction to the wonderful world of puppets. You can find more information and ideas for making puppets at your library or on the Internet. Remember—when it comes to imagination, just about anything is possible. If you can imagine a puppet, there’s probably a way to make it. Have fun!

23

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Name _____

INSTRUCTIONS: Read the sentences below and arrange them in the proper order to make a stick puppet.

Tie a piece of ribbon at the neck of the puppet to create a bow or bow tie.

Use a pink felt-tipped pen to add color to the cheeks.

Add other details such as sequins and glitter.

Use black felt-tipped pens to draw eyes, a nose, and a mouth.

Create hair by attaching yarn or pieces of fake fur to the spoon with clear, all-purpose glue.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

INSTRUCTIONS: Add a suffix to one of the words on the left to create a new word.

glad _____

ment

comfort _____

ion

help _____

ing

happen _____

less

use _____

ment

excite _____

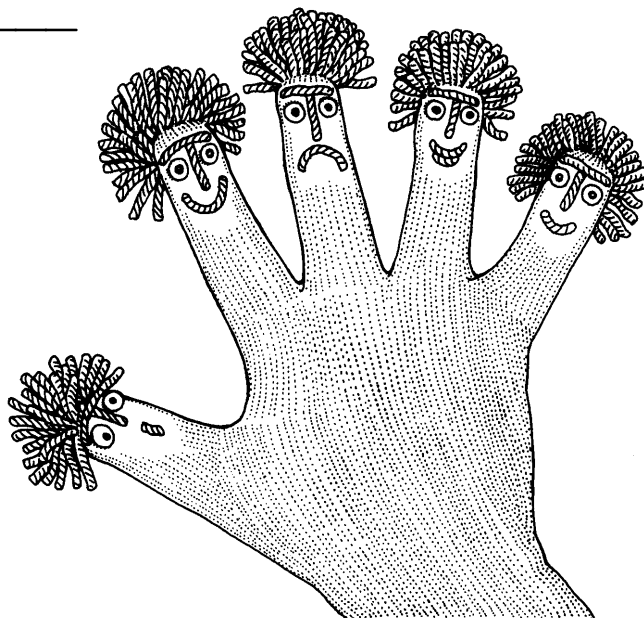
able

express _____

ly

move _____

ful



Making Rice

A Reading A-Z Level N Leveled Reader

Word Count: 814



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Making Rice



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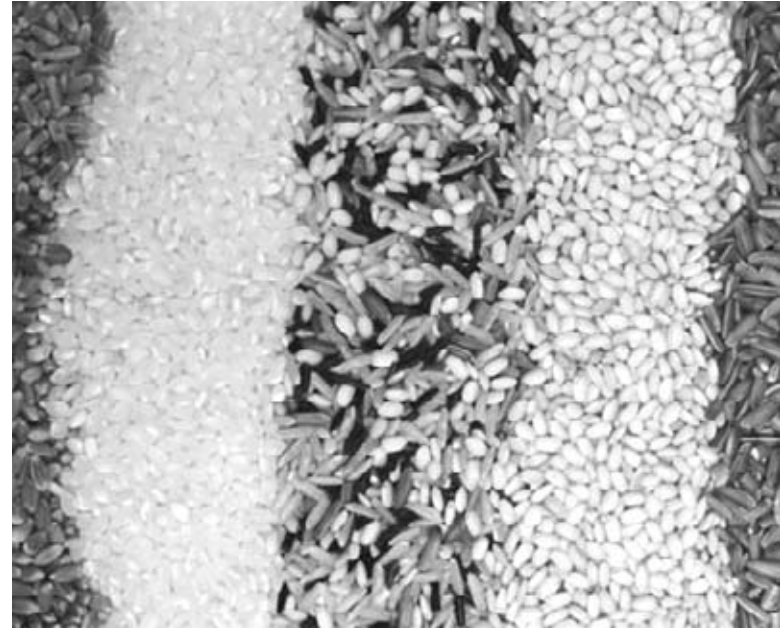
Correlation

LEVEL N	
Grade	2
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Rice is a very important food for more than half of the world's people. It is a very popular food in parts of Asia. Many Asians eat rice every day. They eat it for breakfast, lunch, and dinner.

People have eaten rice for thousands of years. Pots of rice over 8,000 years old were once found in China. Rice has always been important to the people of China. One of the most important things that Chinese rulers had to do was keep people's rice bowls full. It kept the people fed and happy. Today, China remains the rice culture.



There are about 7,000 kinds of rice. They include long- and short-grain rice, sweet rice, wild rice, and brown rice. Rice is low in salt and fat. It is an excellent source of starch. Rice is grown in many countries of the world. It grows in fields called paddies. Some rice needs lots of water to grow. So some rice paddies are flooded with water.



Many people greet each other by saying, “How are you?” But in China people greet each other differently. They say, “Chi fan mayo?” It means, “Have you eaten rice yet?” Rice is used in many other Chinese sayings, too. If you say: “I lost my rice bowl,” it means “I lost my job.” Throwing a rice bowl on the floor is an insult and a sign of anger.



The Chinese teach their children that they must eat every grain of rice in their bowls. It is a way of showing appreciation for farmers who work hard in the rice fields.



Rice is used to make many things in China. Parts of the rice plant are used to make paper and baskets. But the most important product is food. Rice grain is used for making rice wine and vinegar. Rice can be crushed into rice flour. The flour is used to make rice cakes, noodles, and sweet treats. Rice is used to make many tasty dishes, such as chicken fried rice. You are going to learn to make this dish. But first, you must learn how to make plain rice. It's easy, so let's try it.

Before you start, wash your hands and put on an apron. Cooking is a lot of fun. But it's important to be very careful working with sharp knives, hot pans, and a hot stove. Always wear oven gloves when you pick up hot pots and pans.





Before you cook, it is best to gather what you need. It is also a good idea to clean up as you go along. Be sure to ask an adult to help with the cutting. And always have an adult around when working near a hot stove.



To cook rice you need these tools:

- A measuring cup
- A saucepan with a lid
- A strainer

You also need these things:

- 2 cups of long-grain rice
- 3 cups of water

Now you are ready to prepare the food.

- 1 Measure two cups of rice.
- 2 Place the rice in a strainer. Rinse well with cold water.
- 3 Place the clean rice in the pan. Add three cups of water.
- 4 Place the pan on the stove. Bring the water to a boil. Boil until the rice absorbs most of the water.
- 5 Cover the pan with a lid. Simmer over low heat for 15 minutes. Two cups of uncooked rice will become 6 cups of fluffy rice.



Serve rice as the base for a great meal. Rice is good with many

Chinese dishes. For example, it is good with sweet and sour pork, orange chicken, and beef broccoli.

Or you can serve rice with steaks, fish, or chili and beans.



Now that you can make rice, let's try a popular Chinese dish — chicken-fried rice. First, get the tools you will need:

- A cutting board
- A sharp knife
- 2 small mixing bowls
- A fork
- A measuring cup and measuring spoons
- A large non-stick frying pan or a wok
- A spatula or a large wooden spoon



You will also need the following things:

- 5 green onions
- 1 large chicken breast (boneless)
- 4 cups of cooked, chilled rice
- 3 eggs
- 1/2 cup of frozen peas, thawed
- 3 tablespoons of vegetable oil
- Salt and pepper to taste

You will need to make a sauce.
So get these things:

- 2 tablespoons of chicken broth
- 2 tablespoons of soy sauce
- 1 teaspoon of sesame oil
- 1/4 teaspoon of pepper



Now it is time to get to work. You will need an adult to do the cutting.

- 1 Chop the green onions on the cutting board.
- 2 Cut the chicken breast into small strips.
- 3 In one small bowl, beat the eggs with a fork.
- 4 In the other small bowl, measure what you need for the sauce. Then mix those ingredients together.

Now it's time to cook. Make sure you have an adult around to help.

- ❶ Heat the vegetable oil in the frying pan.
- ❷ Stir-fry the eggs until scrambled, about 1 minute.
- ❸ Add the green onions, chicken, and peas. Stir them over a high heat, about 2 minutes.



- ❹ Add the rice and sauce, and stir for 2 more minutes.
- ❺ Taste to see if you need a pinch of salt or pepper.

Serve while it's hot. Put it in a large serving bowl or put it on dinner plates.

Chicken-fried rice makes a tasty meal for your family and friends. Enjoy it often. And when someone asks you, “Chi fan mayo?” you can answer “chi-la” (yes).



Name _____

INSTRUCTIONS: Before you have read the book, write down five questions in the first column that you have about making rice. Using complete sentences, answer your questions in the second column as you read the book.

My Questions:

My Answers:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Name _____

INSTRUCTIONS: In the first section, change the singular words to plurals. In the second section, change the plurals to singular words. In the third section, write down two meanings for each word.

Change these singular words to plurals

country _____	paddy _____
baby _____	aunty _____
gully _____	lady _____

Change these plurals to singular words

theories _____	histories _____
berries _____	bunnies _____
cities _____	families _____

Write down two meanings for each word

pick _____	_____
plain _____	_____
train _____	_____
saw _____	_____
bark _____	_____
bank _____	_____
band _____	_____

The Shepherd and the Fairy

A Reading A-Z Level N Leveled Reader

Word Count: 874




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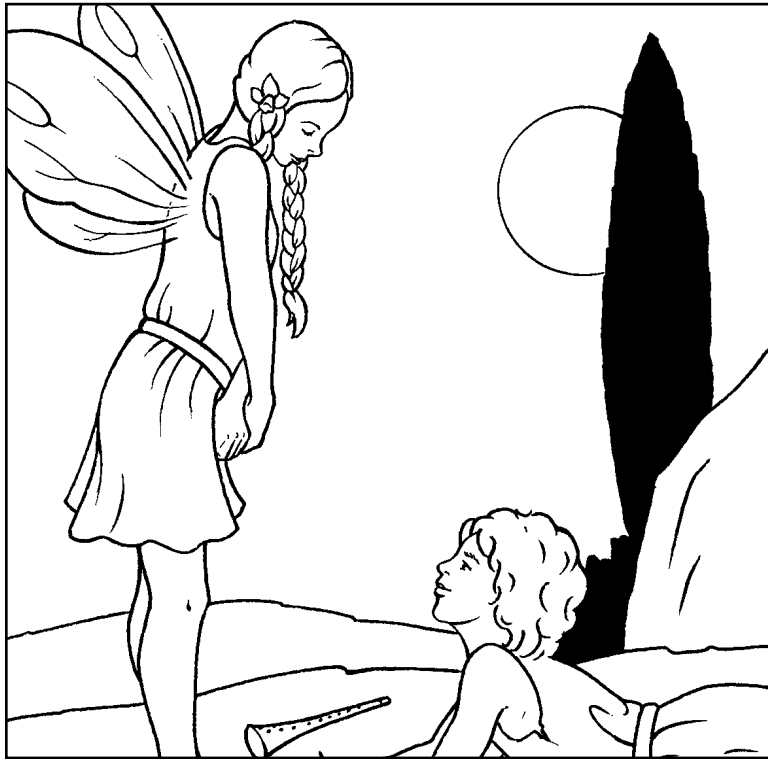
The Shepherd and the Fairy



A Corsican Folktale Retold by William Harryman
Illustrated by Sandra Pond

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The Shepherd and the Fairy



A Corsican Folktale
Retold by William Harryman
Illustrated by Sandra Pond

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This story is a retelling of a Corsican folktale. Corsica, an island in the Mediterranean that is currently a territory of France, has had cultural influences from France, ancient Rome, Britain, Italy, and Greece.

The Shepherd and the Fairy
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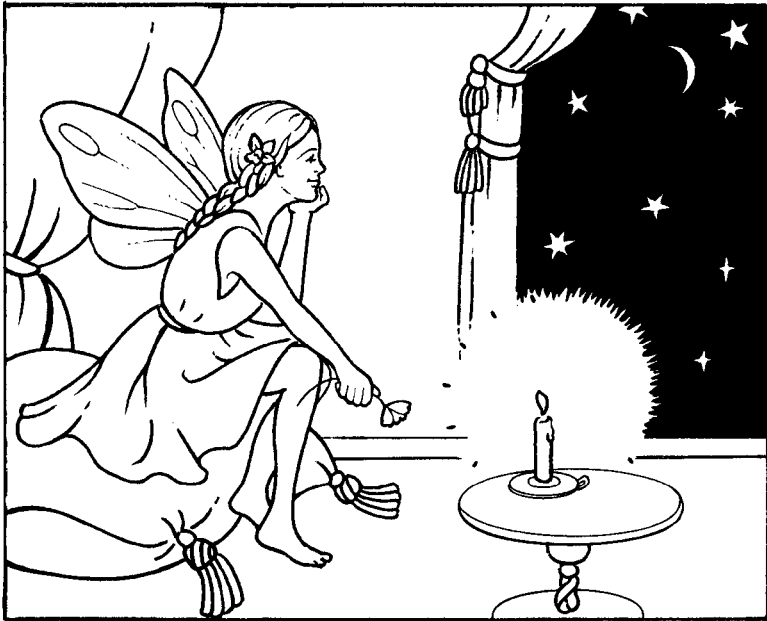
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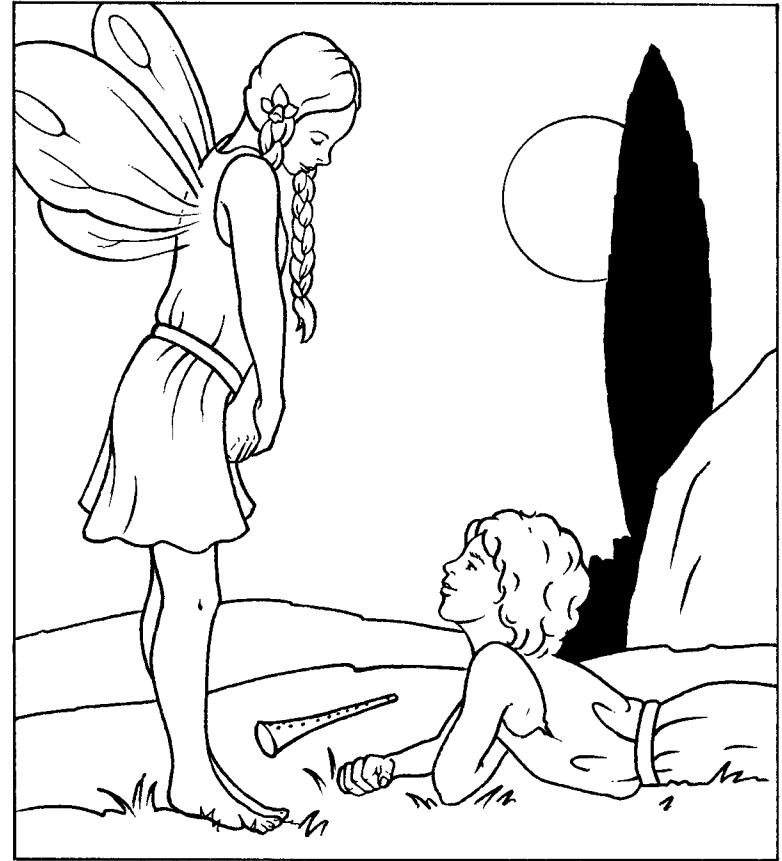


Once upon a time, in a deep dark cave, there lived a beautiful fairy. She was a clever fairy who could do all kinds of magic. But she could do magic on the condition that she did not leave the cave for more than three days at a time. The cave was in a far-away place in the mountains. Because of this, she was very lonely.



The fairy liked to go for walks in the hills and feel the fresh air. She also liked to smell the wildflowers. She enjoyed watching the birds fly. She could fly, too, but not as gracefully as a sparrow or a hummingbird.

One day when the fairy was out walking, she saw a young shepherd herding his sheep. He was quite plain, but he played a wooden flute and seemed quite merry. She watched him for a while. His joy made her heart sing. She fell in love with him.



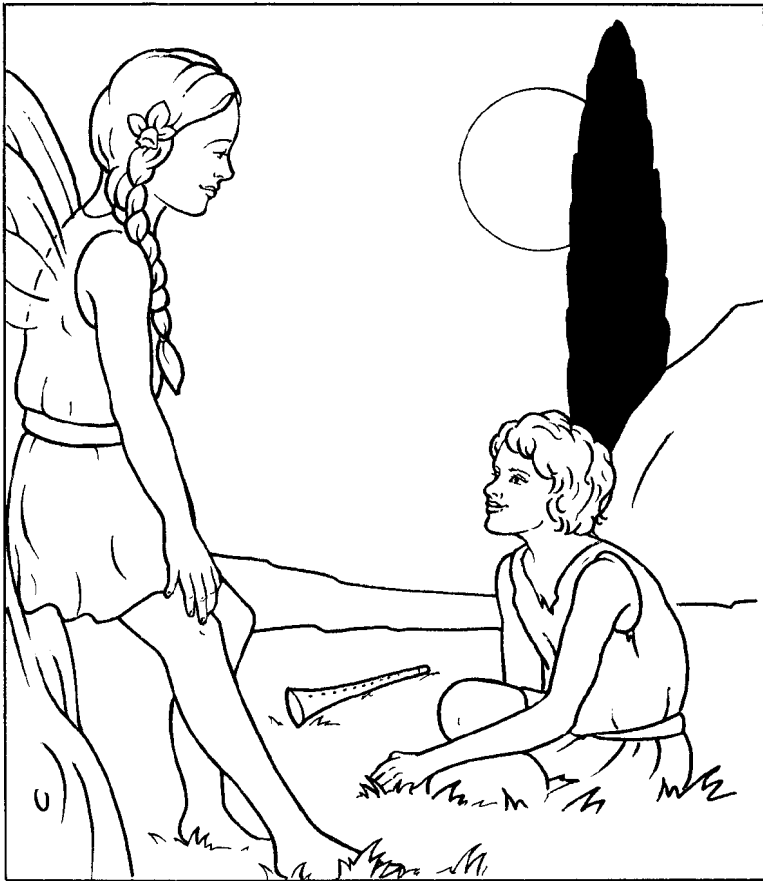
“Hello, Shepherd,” she said. “You look so happy. I really enjoyed your music.” The shepherd stopped playing his flute and smiled at her.

“Yes, ma’am, I’m very happy.” The shepherd felt a little shy.

“You’re quite content?” the fairy asked. “You don’t need anything at all?”

“Not a thing,” the shepherd replied.

“You’re sure?” asked the fairy.



The shepherd thought for a moment. Was there anything he needed in his life? He had his sheep. He had his music.

After a few moments, he said, “Well, I have everything I need, except a wife.” He smiled. He felt a little embarrassed. “But I’m much too poor to think of marriage.”





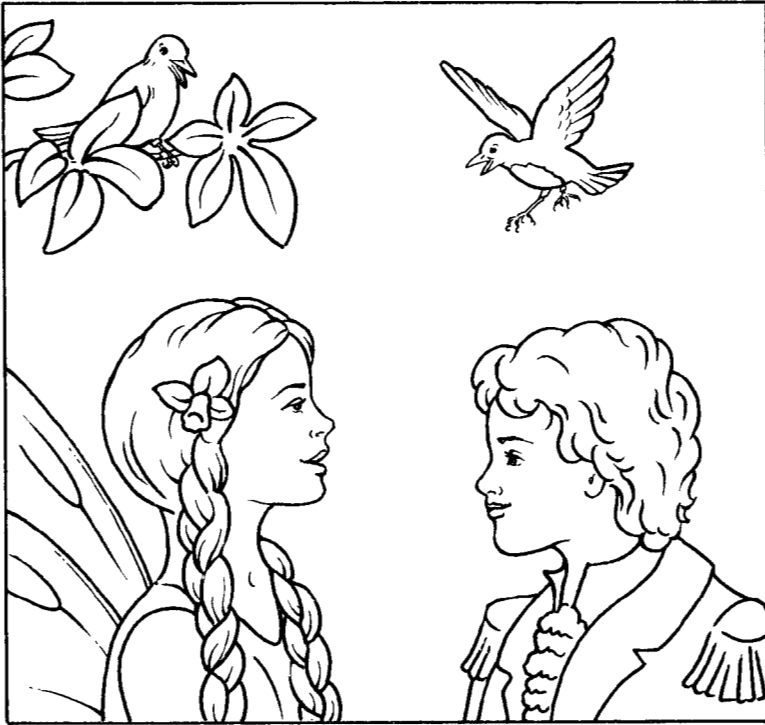
The fairy looked away and twisted her hair with her finger. “Will I do for a wife?” she asked.

The shepherd was so startled he almost dropped his flute. “Will you do?” he gasped. “Why, I’d be the happiest man alive.”

The fairy removed a gold ring from her finger. “Here, put this ring on your finger and we will be married.” The ring shimmered in the sunlight. It was radiant.

The shepherd put the ring on his finger. Suddenly his shepherd’s smock turned into a beautiful suit fit for a prince. Instead of his sheep, a carriage drawn by six winged horses stood before him on the hillside.



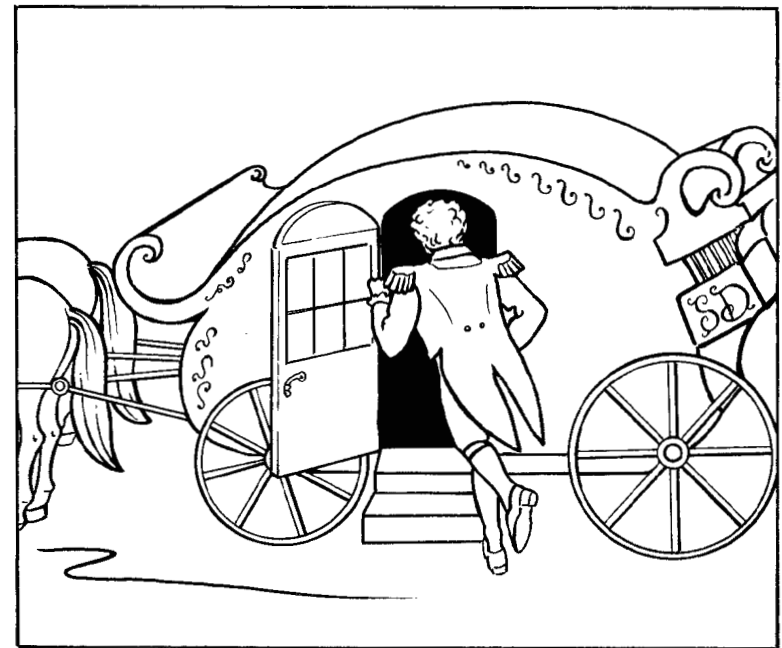


The wind stopped blowing. Even the birds stopped flying to watch. It was as though the shepherd and the fairy were the only people on Earth.

“Now we are ready,” said the fairy. “Climb into the carriage. We must return to my home. We have a long way to travel.”

The shepherd hesitated. “I must say goodbye to my mother first,” he said. “She would be very worried if she didn’t know where I had gone.”

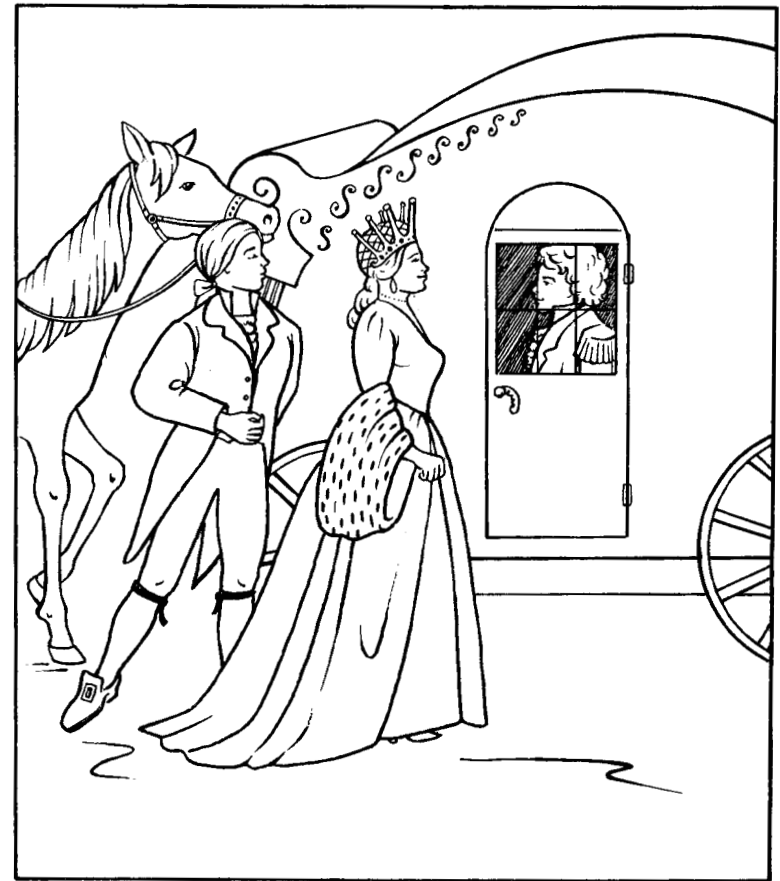
“Alright,” said the fairy. “I’ll leave the carriage with you and go on ahead. But please come to me before three days are up. The horses will take you safely to my palace.”

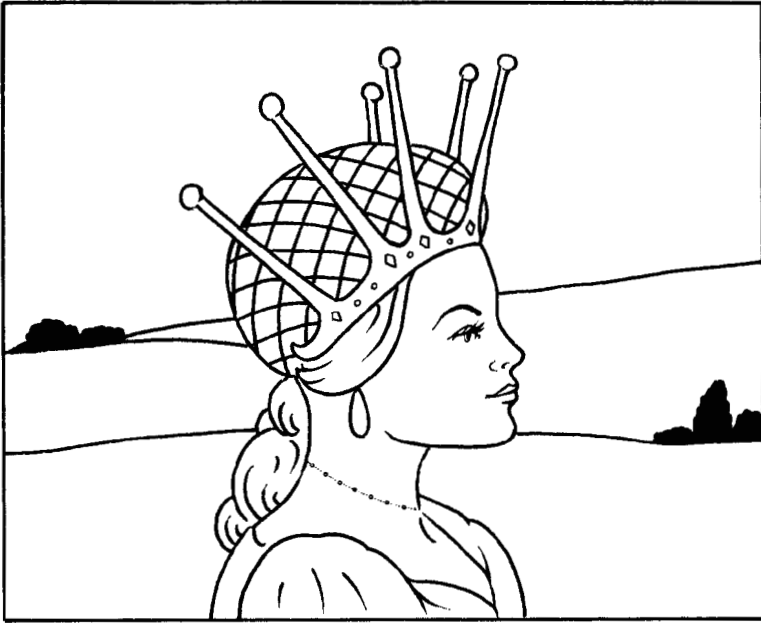




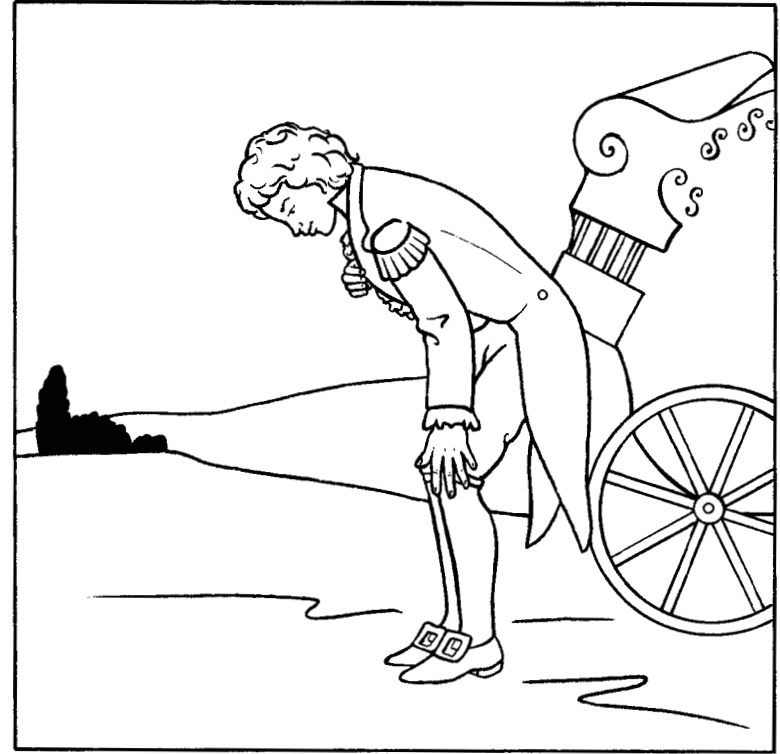
Then she kissed the shepherd and vanished. He stood there for a moment, amazed by his clothing. He could still feel the touch of her lips on his cheek. Finally, the shepherd climbed into the carriage and drove off toward the village where his mother lived.

The shepherd had not traveled far when he met the queen of the country. She was out for a ride with her assistants. She took one look at the handsome young man in the carriage and fell in love with him.



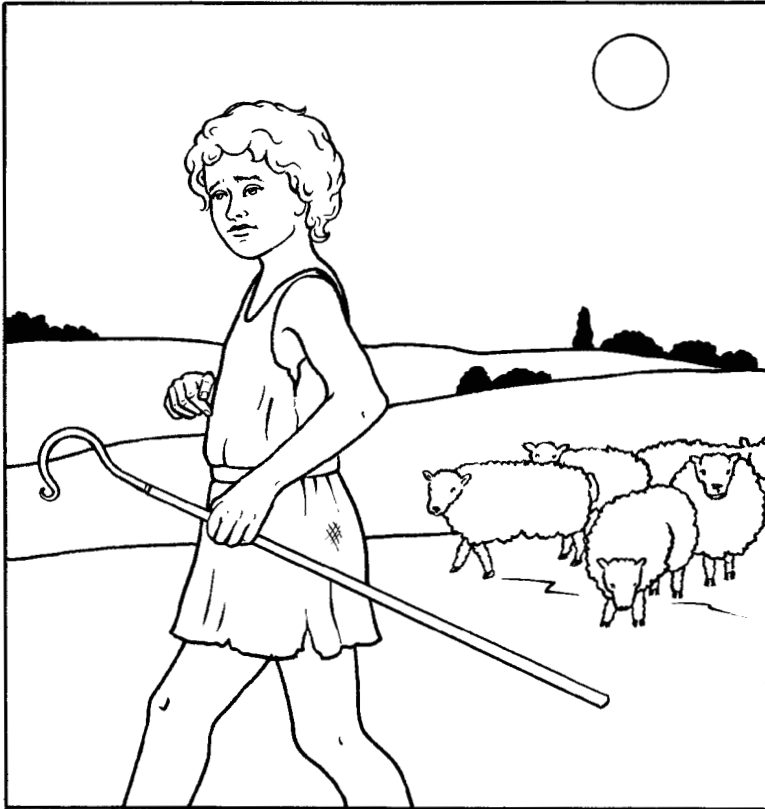


“Hello, Prince,” the queen called, reining in her horse. “I have been looking everywhere for someone like you. Since my husband died, this country has been in ruin. Will you marry me and be my king?” She was not coy at all. She expected him to say yes and be grateful for her offer. After all, she was the queen.



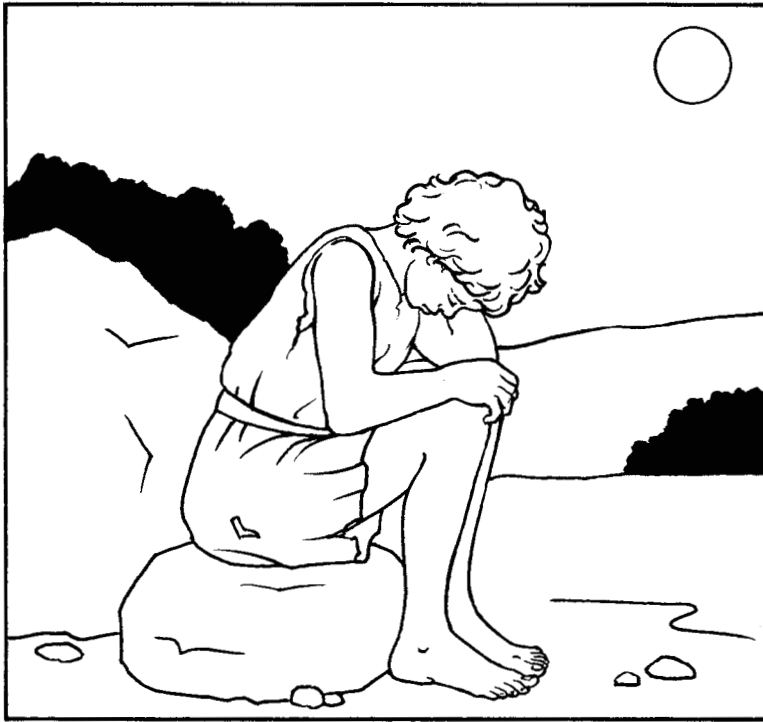
The shepherd was a practical man. It did not take him long to make up his mind. He decided that he would rather be king of his own country than live with the beautiful fairy a long way away. So he bowed very low. “Yes, ma’am. I would be honored to be your king.”

The moment he said the words, his fine clothes vanished and his carriage disappeared as well. He stood there in his old threadbare smock, surrounded by sheep. The assistants laughed at his clothes and his sheep.



The queen could hardly believe her eyes. “And who is this?” she asked scornfully. She was embarrassed to think that she had asked such a humble man to be her husband. She ordered her assistants to chase him and his sheep away. Then she rode off with her nose in the air.





The shepherd was ashamed. And he was out of breath. When he went to round up his sheep, he could not find them anywhere. They had all run away. He sat down on the ground and looked at his old clothes.

“What have I done?” he asked himself. “I am such a fool.”



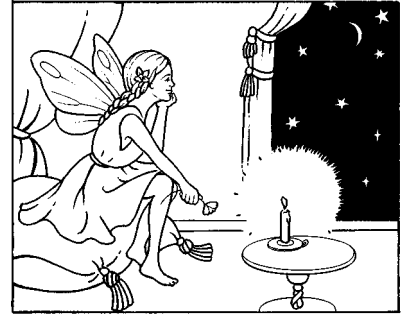
From that day forward he traveled widely, playing his flute and begging for crusts of bread. He never found his sheep. He searched everywhere for the beautiful fairy, but he never found her again, either.

He never again felt any of the happiness he knew before that day.

Name _____

INSTRUCTIONS: Fill in the blanks to complete the sentences. Some blanks need one word, other blanks require several words. Use your books if you can't remember the answers.

1. The fairy liked _____, _____,
and _____.



2. The fairy lived in a _____
_____.

3. The shepherd could play a _____
and he seemed _____.

4. The shepherd had his _____ and
his _____, but he needed a _____.

5. The fairy gave a _____ to the shepard.

6. The fairy said, "Please come to me before _____
_____ days are up."

Name _____

INSTRUCTIONS: Homonyms are words that sound the same but are spelled differently and have different meanings. Each of the words below has a homonym in the folktale that we just read. Write the correct spelling for each homonym in the blank beside each word. Use the book if necessary. The first example is done for you.

1. merry marry

2. plane _____

3. hare _____

4. knead _____

5. ferry _____

6. no _____

7. hear _____

The Buffalo Hunt

A Reading A-Z Level N Leveled Reader

Word Count: 798

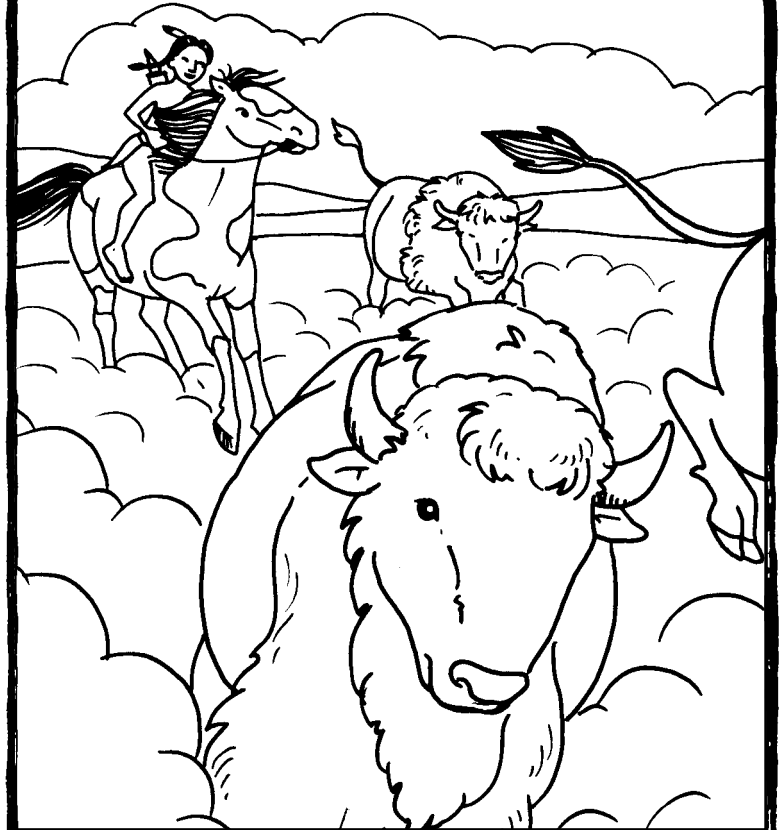


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The Buffalo Hunt

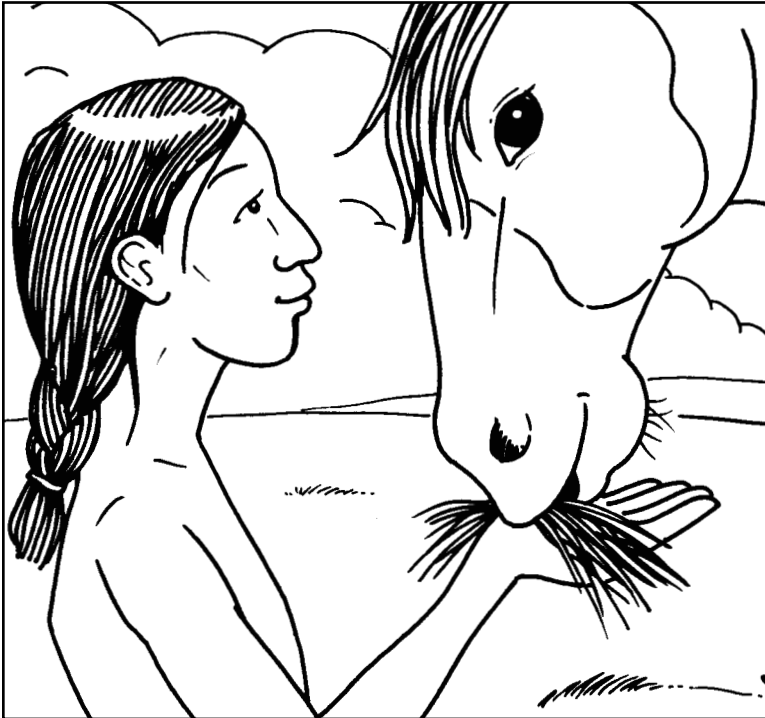


Written by Bertha E. Bush
Illustrated by Maria Voris

www.readinga-z.com

The Buffalo Hunt

This story was adapted by Reading A-Z from the original story written by Bertha E. Bush in 1909.



Written by Bertha E. Bush
Illustrated by Maria Voris

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The Buffalo Hunt
Level N Leveled Reader
© 2002 Learning Page, Inc.
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Illustrated by Maria Voris

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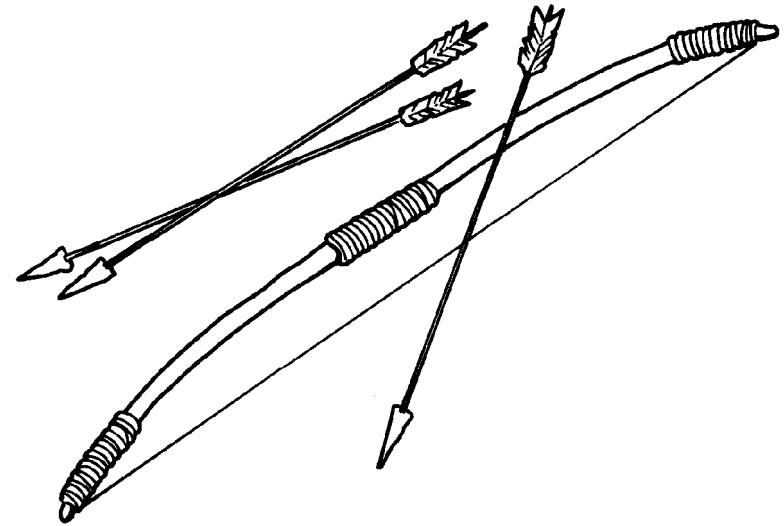
Correlation

LEVEL N

Fountas & Pinnell	M
Reading Recovery	20
DRA	28

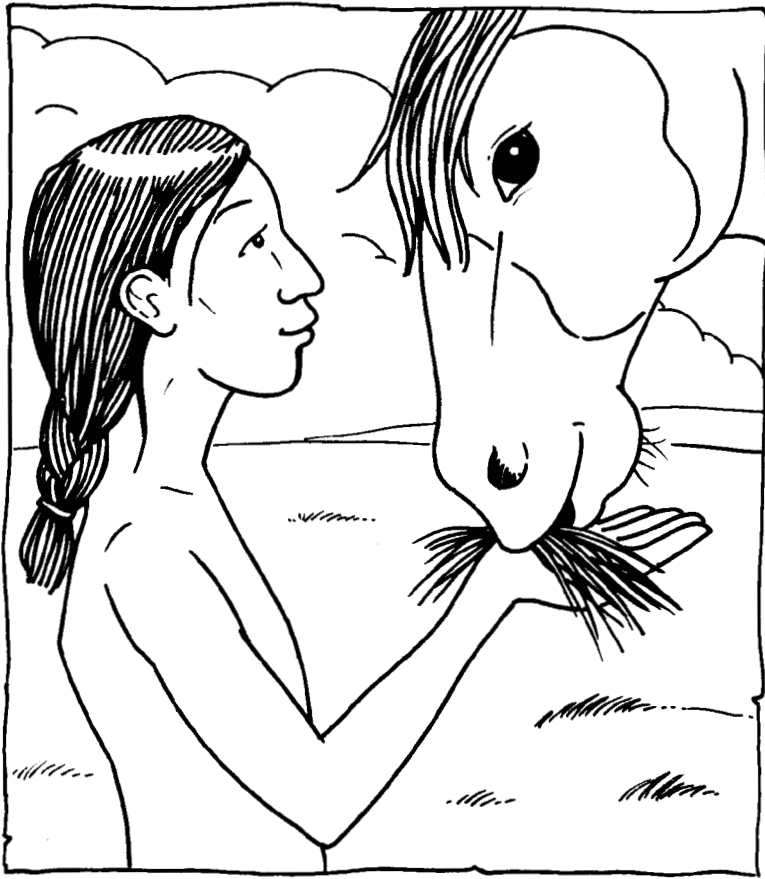
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After the Hunt	15



Preparing for the Hunt

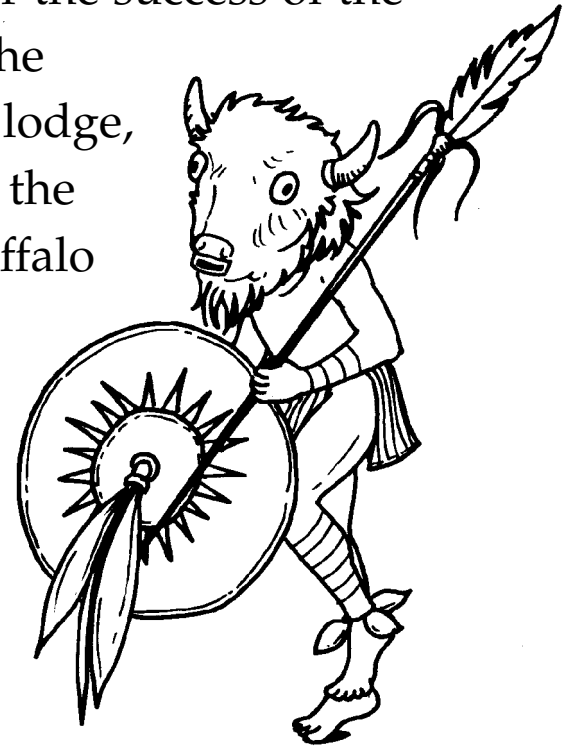
Wind-in-the-Treetops was going out on the yearly buffalo hunt. Last year, he had followed the hunters with the women and other children. As a baby, he had been tucked on top of the packs that his mother's pony carried. As an older boy, he had had to share space on the pack ponies with several other children.

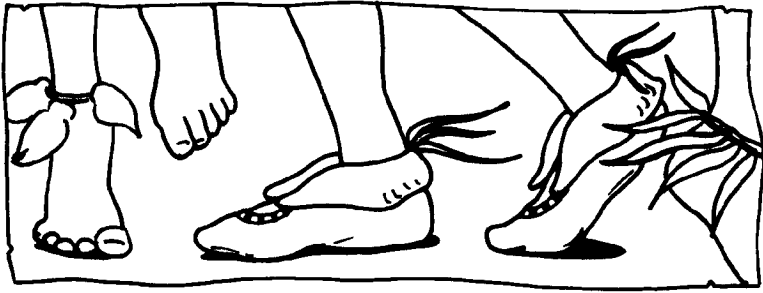


But now he had a pony of his own. Wind-in-the-Treetops was going to ride with the men this year. He was so proud! His younger brothers, who still had to stay behind, envied him.

"I won't tire out my pony by riding him before the hunt," he said. "I will walk and lead him. Then he will be fresh for the chase."

Wind-in-the-Treetops wanted his pony to run fast after the buffaloes. He did not ride his pony for four days. During those four days, the medicine men and the hunters prayed for the success of the hunt. In the medicine lodge, they held the sacred buffalo dance.





The young men dressed in buffalo skins. They put on buffalo masks with horns. Then they danced until they were so tired that they fell down. When one man fell, the others would pretend he was a buffalo they had killed. They would pretend to skin and cut up the buffalo. Meanwhile, another man picked up the mask and started dancing. The tribe believed that this dance brought the buffaloes near. They danced night and day until news of the herds came.



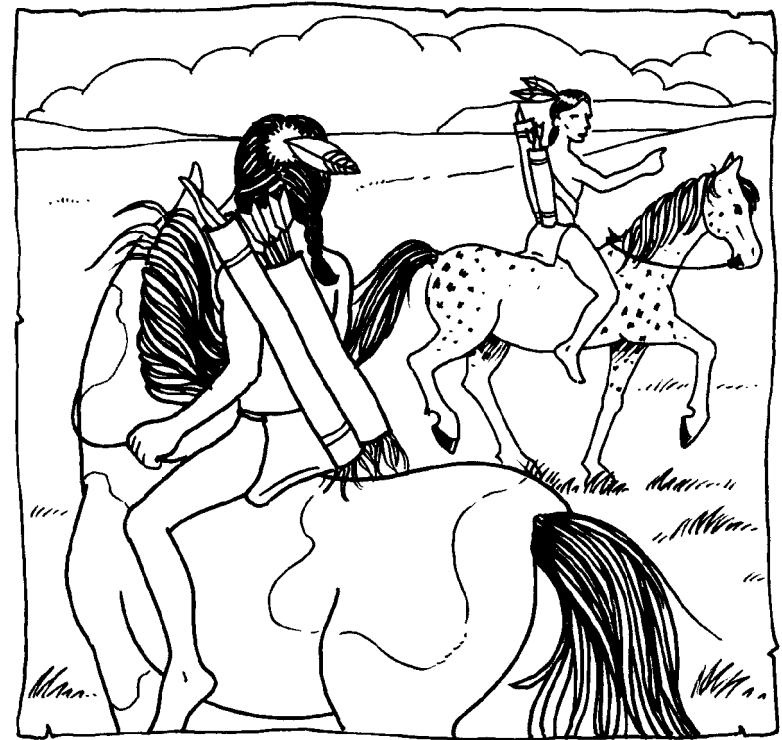
The Hunt Begins

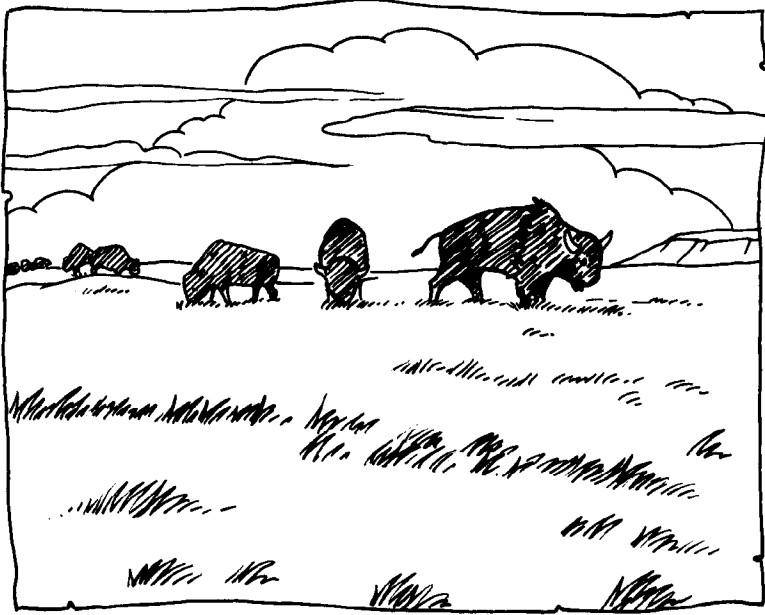
The men started out on the hunt before dawn. The women and children followed a short distance behind. The hunters rode in a line across the prairie. A few men led the hunt. No one was allowed to go ahead of these leaders. Men who had two ponies rode the slower one and led the faster one. Men who had only one pony, like Wind-in-the-Treetops, walked, to keep their ponies fresh.

The boy became very tired on the long walk. But he would not tire his pony. So a kind old man named Eagle Chief said to Wind-in-the-Treetops, "Young friend, come and ride with me on my pony. You can lead your pony with my spare pony." Wind-in-the-Treetops was very glad and grateful.

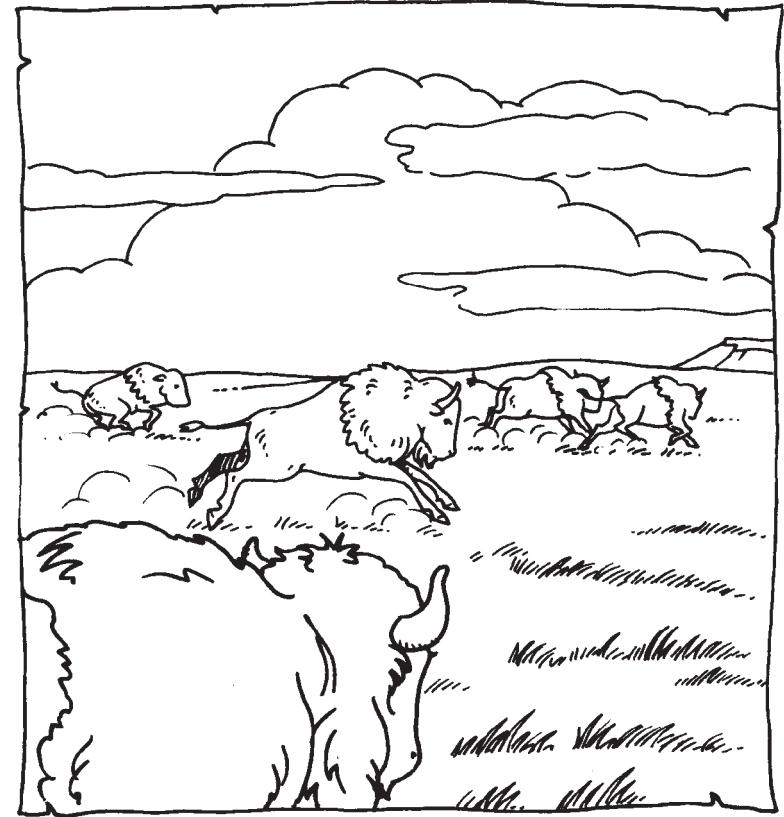


After a long, long march, the scouts returned. They said, "We see the buffaloes." Then every man got on his swiftest pony. The leaders of the hunt directed them to circle around the buffaloes. The hunters went very quietly so the buffaloes would not hear them.



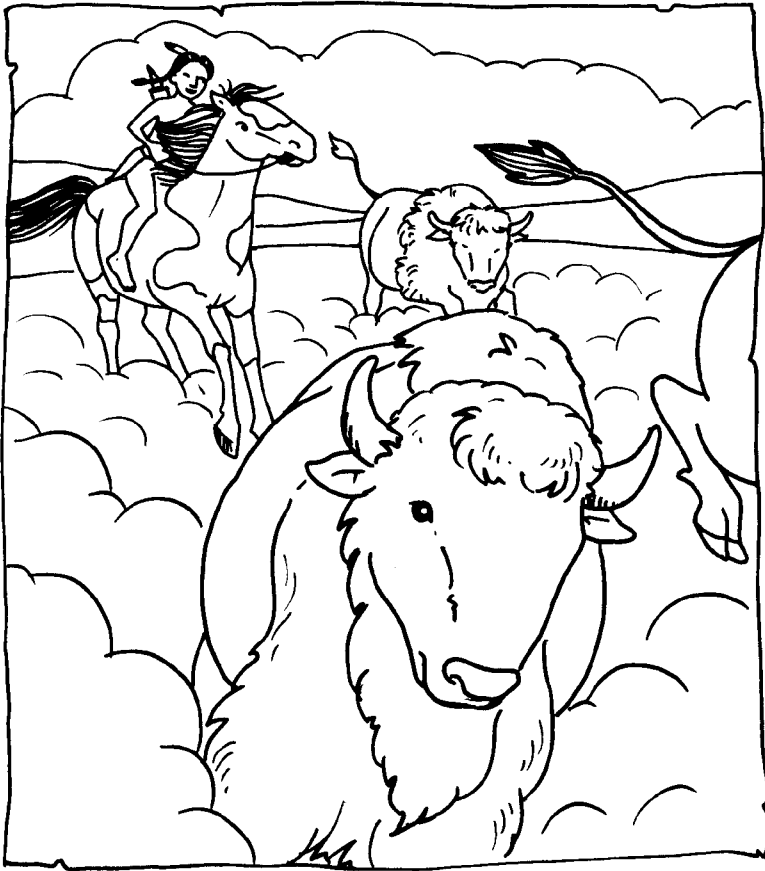


Wind-in-the-Treetops saw the dark shapes of the buffaloes against the edge of the sky. He was so excited that he could hardly sit still. He wanted to dash on ahead, but that was forbidden. Going ahead might stampede the herd and spoil the hunt for the whole tribe. So the hunters went on very softly and cautiously.

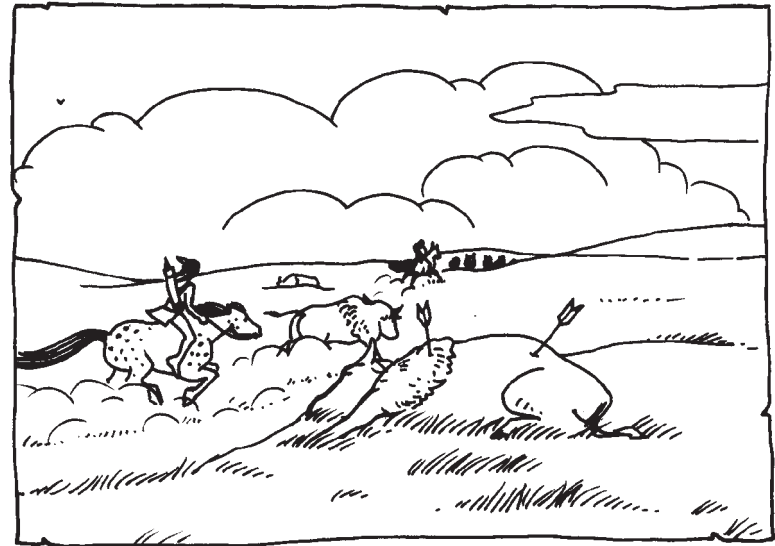


Suddenly the buffaloes caught sight of them. Their shaggy heads lifted, and they ran as fast as deer. Their slim legs seemed so small, and their great heads and chests seemed so big. Now the leaders let every man ride as fast as he could.

All the men dashed ahead, trying to catch the buffaloes. Wind-in-the-Treetops's pony was fast. It carried him along with the lead hunters. He was dangerously close to the terrified buffaloes.



Surrounded on all sides, the buffaloes tried to fight their way out of the circle. But the men shot with wonderful strength and swiftness. One great beast after another fell wounded or dead. The men let them lie and continued their chase. They knew that the rest of the tribe was close behind. Each woman would claim the buffalo shot by her husband or son.





After the Hunt

Wind-in-the-Treetops rode on until he had shot the very last arrow from his quiver. The last of the buffaloes had disappeared from view. He turned back very slowly. His pony was tired. He was tired, too. He was so tired that he could hardly hold up his head. All the way back, he saw women skinning buffaloes and cutting up the meat.



Pretty soon he saw his younger brother shouting, leaping, and waving his skinning knife. His mother was bending over a huge buffalo with her knife. Wind-in-the-Treetops sprang from his pony. He forgot all about being tired.

"Did I kill it, Mother?" he cried.
"Did I kill it?"

"Yes," said his mother. "Here is your arrow, which I pulled from it. We will have meat for the winter and fine, warm fur. I am very proud that my son has become a great hunter."



No one was happier than Wind-in-the-Treetops. He wanted to shout out loud. He saw the racks full of drying red meat, and he thought joyfully, "I killed a buffalo! Our camp will have plenty of food this winter."

Name _____

INSTRUCTIONS: Fill out the tables below for each of the chapters in *The Buffalo Hunt*.

Preparing for the Hunt	
Characters	
Setting	
Plot	
Conflict	
Resolution	

The Hunt Begins	
Characters	
Setting	
Plot	
Conflict	
Resolution	

After the Hunt	
Characters	
Setting	
Plot	
Conflict	
Resolution	

Name _____

INSTRUCTIONS: For each pair of sentences below, add a conjunction from the word box to link the sentences. Write one compound sentence that uses each pair. You may have to change around or take out some of the words in the sentences. Use at least five different conjunctions from the word box.

and	but	for	nor	or	so	yet
-----	-----	-----	-----	----	----	-----

1. I need more eggs. I will have to go to the grocery store.

2. I want to sit in the comfortable chair. It is too tall for me.

3. My mom makes me sandwiches for lunch. Sometimes she gives me a cookie.

4. Jill is not allowed to go to the park. Tim is not allowed to go to the park.

5. Amy stayed home. She had work to do.

6. Josh was not tired. He still went to bed.

7. My dad can take me to the zoo. He can take me to the circus.

Coral Reefs

A Reading A-Z Level N Leveled Reader

Word Count: 615



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Coral Reefs



**Multi
level
N Q U**

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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



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Where Do Corals Live?	8
Danger to Coral Reefs	11
Protecting the Reefs	14
Glossary	16



Many kinds of coral, fish, and sea creatures live in a reef.

Introduction

Coral reefs are made up of many types and shapes of corals. Reefs are very busy places. Millions of sea plants and animals live in and around reefs.

What Is Coral?

The corals that form reefs aren't rocks or plants. Corals are made up of groups of tiny animals called **polyps** (PAH-lips). Most polyps are smaller than a pea. Thousands of polyps can live on a piece of coral.

One type of coral is called hard, or “stony,” coral. These corals live with plants called algae (AL-gee). The algae is food for the coral. Stony corals have hard skeletons. When the polyps die, the skeleton is left. Over time, old skeletons help build a reef.



Polyps open their tentacles only at night to catch food.



These feathery polyps form branches.



(Left) A sea fan (a soft coral);
(right) a brain coral
(a stony coral)



Elkhorn coral branches out as
an elk's horns do.

The second main type of coral is soft coral. These corals can bend with the tides. Some soft corals will sting if touched.

Many corals are named for what they look like. Brain corals look like brains. Elkhorn corals look like the horns on an elk. Sea fan corals look like open fans.

A Busy Home Under Water

Thousands of fish of all sizes, shapes, and colors live in reefs. They depend on the reef for food and safety.

Shrimp, lobster, crab, and starfish feed around reefs. A hole in the reef makes a good home for an eel.

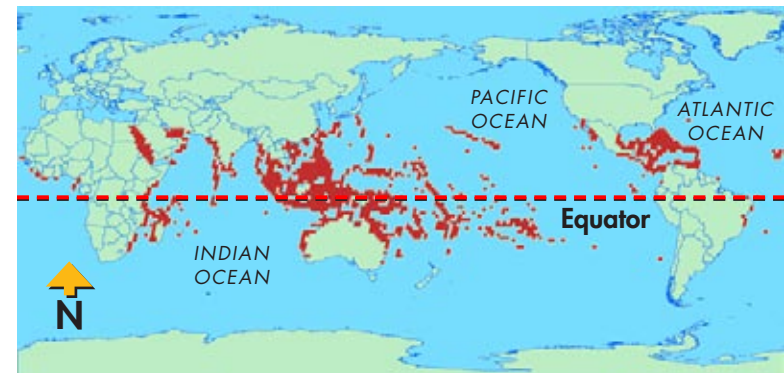


(top) Schools of brightly colored fish are common on reefs.
(bottom) Reefs offer many good hiding places.

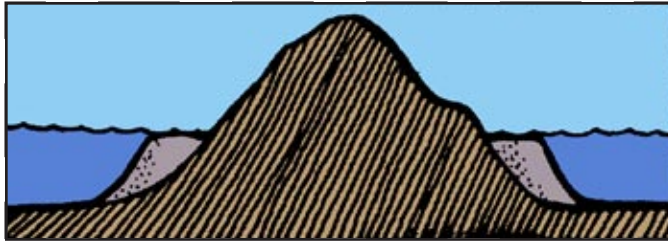
Where Do Corals Live?

Coral reefs need certain living conditions to stay healthy. They need the right depth of water. They need healthy algae for food. Both coral and algae need water that is the right temperature.

Coral reefs can be damaged easily. Fresh water that comes from rivers can kill coral. Dirt and debris can clog them. Heavy waves from large storms can break reefs apart.



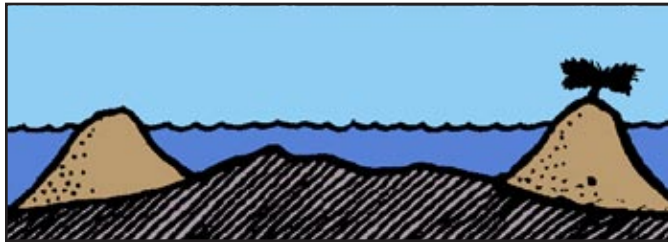
The dark areas of the map show the location of coral reefs.



Cross section of a fringing reef



Cross section of a barrier reef



Cross section view of an atoll

There are three types of coral reefs. They are called **fringing reefs**, **barrier reefs**, and **atolls**. Fringing reefs sit close to the shore. Barrier reefs have a large **lagoon**, or area of water, between the reef and the shore.



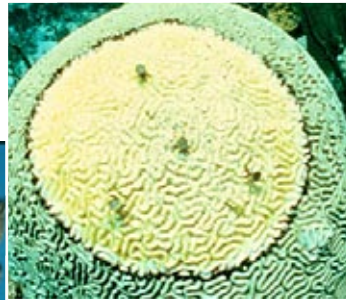
An aerial view of an atoll

An atoll is the third type of reef. An atoll grows in the shape of a circle. It grows around an old sinking island. After the island is gone, a water lagoon forms in the center of the atoll.

Danger to Coral Reefs

Coral reefs are very fragile. Both disease and human activities damage reefs. Some fast-growing bacteria cause disease. The bacteria can destroy a big reef in just weeks.

A dark ring
resulting from
black band disease



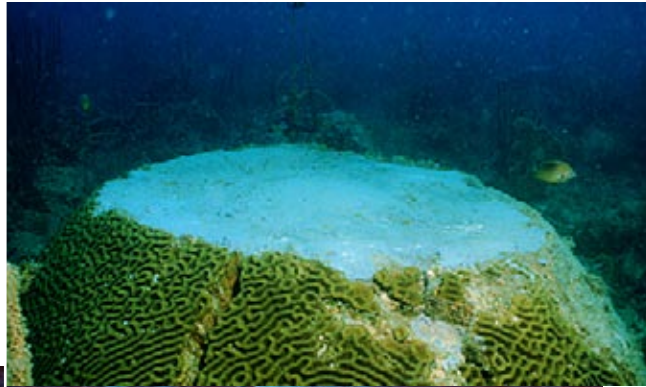
White band disease can destroy coral quickly.



The white areas of these corals have been bleached as the algae that normally give them color have died.

Other harmful bacteria attack the algae. If the coral can't eat the algae, the coral starts to starve. If the bacteria are stopped, the coral can recover. Without enough algae to eat, the coral will die. If the coral dies, the reef will die.

Humans cause most coral reef damage. Some people fish with poisons and explosives. Boats and ships break off large chunks of reefs. Boats can leak gas and oil. Gas and oil leaks harm coral, plants, and fish.



Boats break off large chunks of coral.

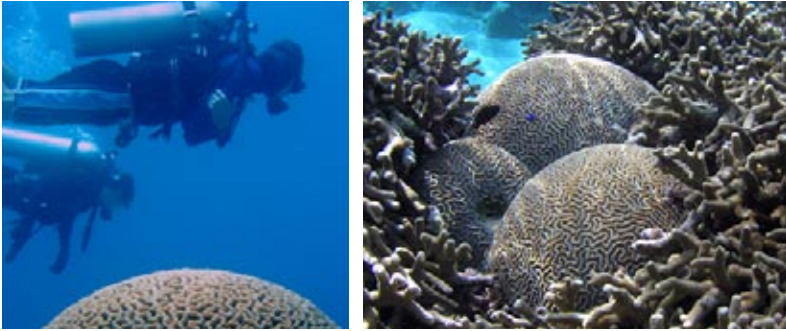
Protecting the Reefs

Coral reefs are beautiful. Reefs are also valuable. Reefs help protect coasts from storms and floods. Much of the world's supply of fish lives around reefs. The fish depend on the reefs for their food. Many reef plants and animals also have other uses. Some are used for medicines.

Many countries try to protect their reefs. They have written laws and rules to follow. But people do not always follow the laws and rules.



This officer's job is to watch and protect coral reefs.



Divers still enjoy visiting fragile reefs.

Almost 25 percent of the world's reefs have been destroyed. More than half of the rest are damaged. We can all do things to help protect the reefs. We can help even if we don't live near an ocean.

Never throw things in the water. Learn about what people do that makes ocean temperatures rise. Learn what we do that makes bacteria grow. We can all help protect coral reefs. Then all the living things on coral reefs will continue to have homes and food.

Glossary

atoll (<i>n.</i>)	a circular reef formed when coral grows around an island, and the island sinks beneath the surface of the sea (p. 9)
barrier reef (<i>n.</i>)	a reef that sits farther from the shoreline, forming a barrier between the open ocean and a calm lagoon (p. 9)
fringing reef (<i>n.</i>)	a reef very close to a shoreline (p. 9)
lagoon (<i>n.</i>)	shallow, calm water between a reef and the shoreline or in the center of an atoll (p. 9)
polyps (<i>n.</i>)	tiny individual coral animals (p. 4)

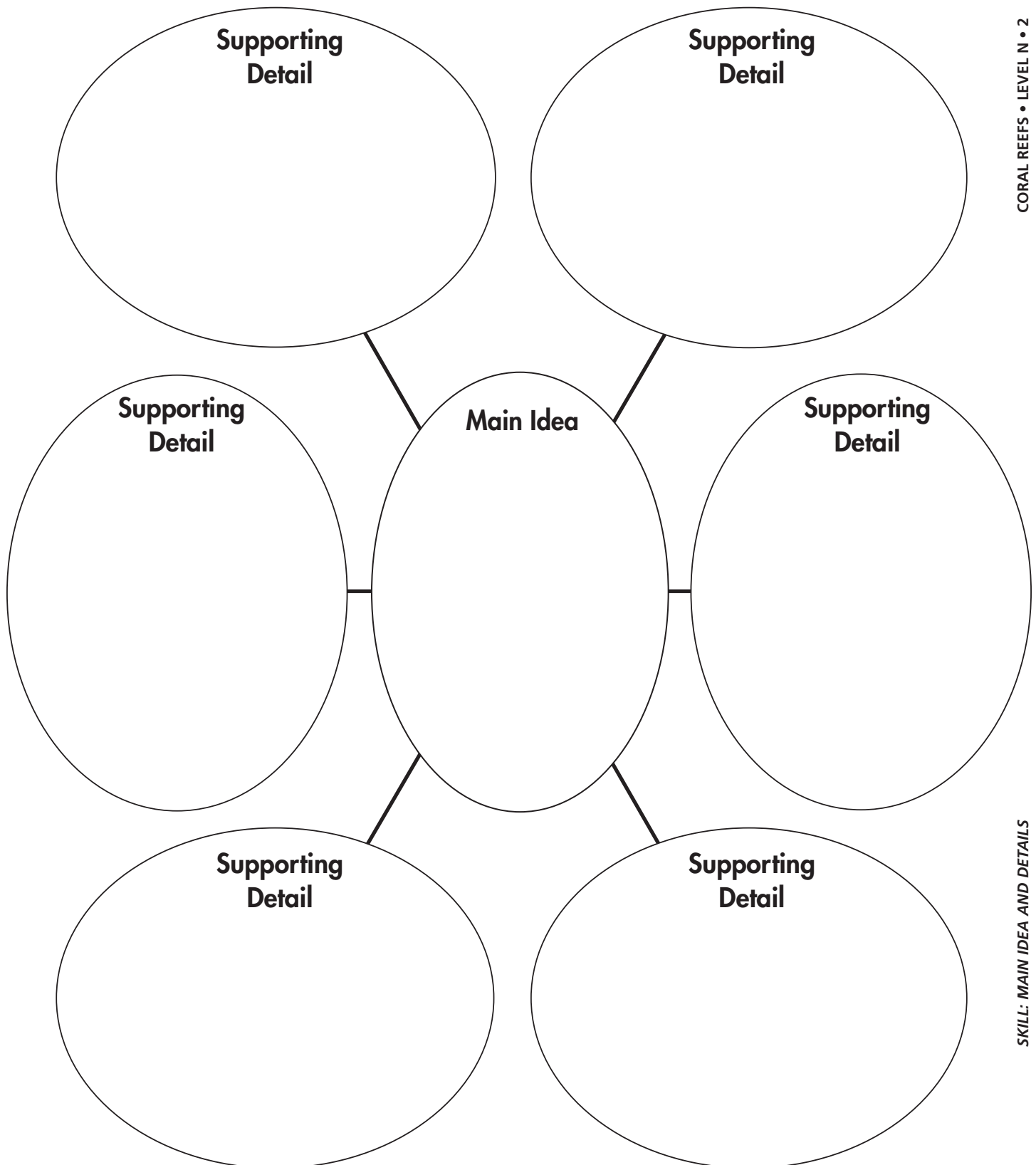
Name _____

INSTRUCTIONS: In the first column, write what you already know about coral reefs. In the second column, write what you would like to learn about them. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: Write the main idea for the section titled "Danger to Coral Reefs" in the center of the web.
Record the supporting details in the surrounding circles.



Name _____

INSTRUCTIONS: Circle the preposition in each sentence below. Then on the line, write whether the preposition tells *where*, *when*, *how*, *why*, or *with what*.

1. They live with plants called algae. _____
2. The algae is food for the coral. _____
3. Thousands of polyps can live on a piece of coral. _____
4. They can bend with the tides. _____
5. Shrimp, lobster, crab, and starfish eat on reefs. _____
6. Fresh water that comes from rivers can kill coral. _____
7. Barrier reefs have a large lagoon between the reef and shore. _____
8. It grows around an old sinking island. _____
9. After the island is gone, a water lagoon forms. _____
10. Reefs help protect coasts from storms and floods. _____
11. We can help even if we don't live near the ocean. _____
12. Never throw things in the water. _____

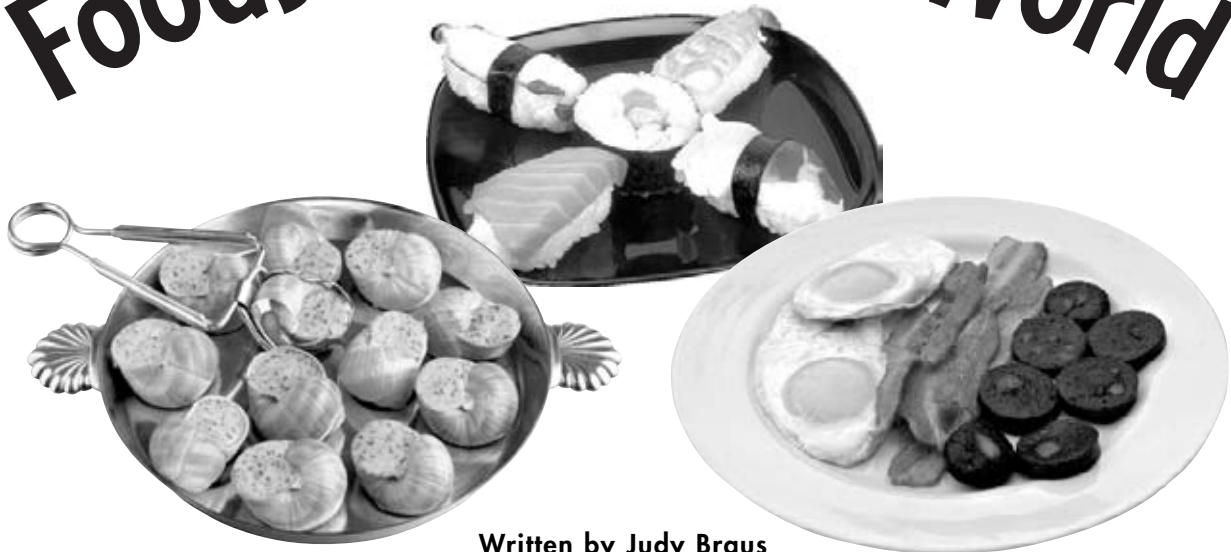
Name _____

INSTRUCTIONS: Below are words taken from *Coral Reefs*. Cut along the dotted lines to separate the boxes. Then move the boxes around on a flat surface to arrange the words in alphabetical order.

skeletons	crab	lagoon
freshwater	island	coral
reefs	medicines	water
seashore	algae	fish
colors	polyps	sea

LEVELED READER • N

Foods Around the World



Written by Judy Braus

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Foods Around the World

A Reading A-Z Level N Leveled Reader • Word Count: 893



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Back cover: West African men enjoy a rice dish eaten with the fingers.

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What are your favorite foods? Pizaza? French fries? Ice cream? Have you ever thought about what people in other parts of the world eat?

If you traveled the world, the foods some people in other countries eat might surprise you. You might find someone eating crunchy caterpillars in Africa, raw fish in Asia, and sweet honey ants in Australia.

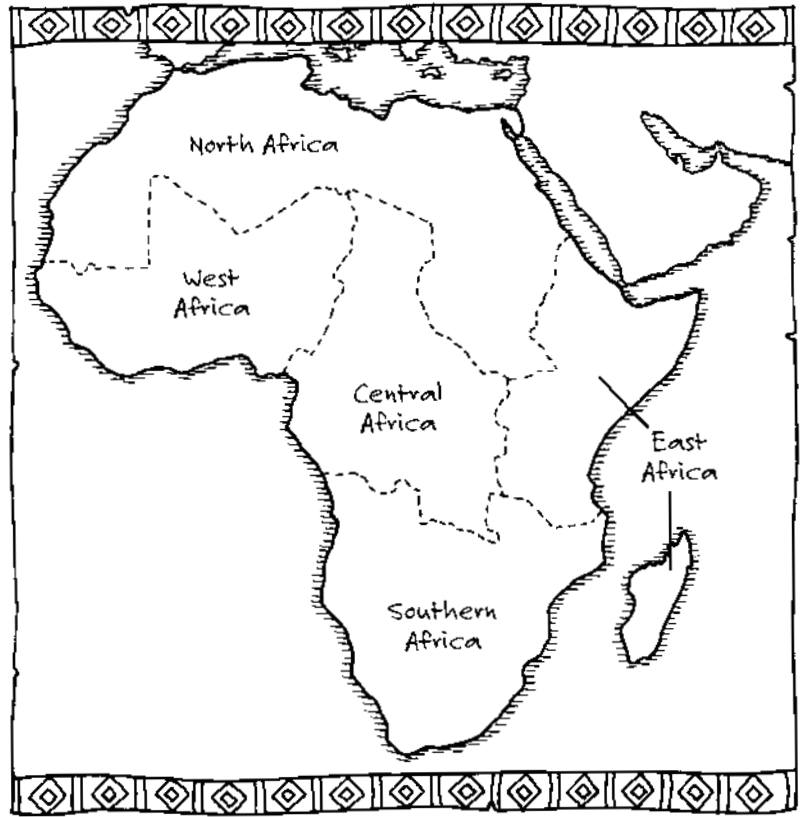
Read on to find out about some unusual foods from around the world.



An Asian fish market

Africa: A Mix of Flavors, Foods, and People

Africa is home to incredible wildlife, amazing forests, and all kinds of interesting foods. Africa has many different regions, and each one has its own special recipes.



5

6

In West Africa, you can find lots of dishes made with peanuts. West Africans eat everything from chicken peanut stew to peanut ice cream. You'll also find lots of rice dishes. Many meals are served in one big pot. Everyone eats out of this same pot. People share with friends and family, and they have fewer dishes to wash!

This West African woman cooks a one-pot meal.



In Central Africa, many people love to eat special caterpillars. The caterpillars are dried and cooked with onions and tomatoes to create a chewy, delicious meal. Many people also eat yams, sweet potatoes, and dishes with honey.



Dried chipumi caterpillars

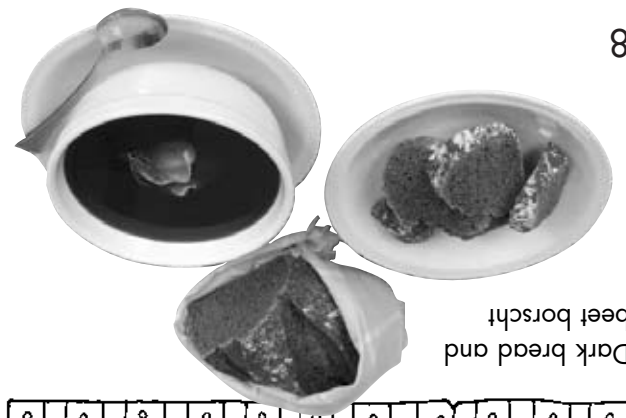


Greater kudu antelopes are eaten in Southern Africa.

In Southern Africa, people near the coast love to eat fresh fish. They also like wild **game** such as antelope. They often invite all their friends over for special barbecues on big outdoor grills.

7

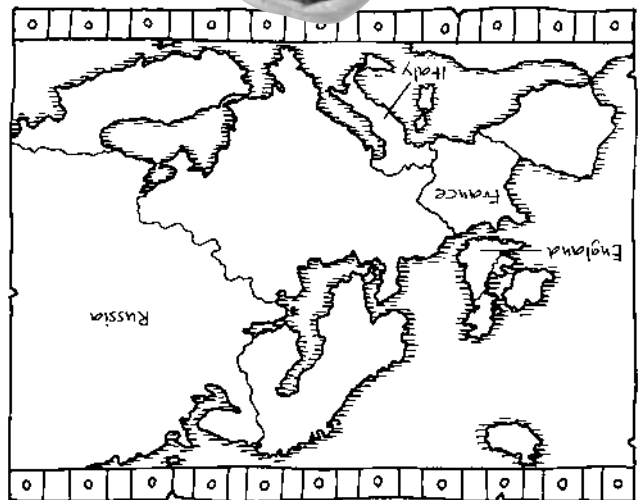
If you head north to Europe, you'll find that every country is known for its special foods. People who live in Russia love to eat special dark breads. Russia is also home to a famous cold beet soup called **borscht**. It's often served with a spoonful of sour cream on top.



Dark bread and beet borscht

8

Europe: Beet Soup to Rich Desserts





Stuffing a cannoli
(above), and the
finished product (right)

Italy is known for all kinds of pasta, from spaghetti to pasta made from potatoes! You will also find **cannolis**—little pastries filled with sweet, creamy cheese. And Italy is also famous for its olives of green and black, in all shapes and sizes.



9



A scone

And if you like **rich** foods, then France is the place to visit. It is known for cheeses, buttery sauces, and tempting desserts. Have you ever had a **croissant**, the buttery, flaky bread shaped like a crescent? Or how about snails? In France, they're called **escargot** (es-car-GO). They are a special **delicacy**. England is known for all kinds of foods that might sound weird. People there enjoy kidney pie, blood pudding, jellied eels, and "bubble and squeak," or fried leftovers. But the English also love buttery shortbread cookies and scones eaten with rich cream and jam.



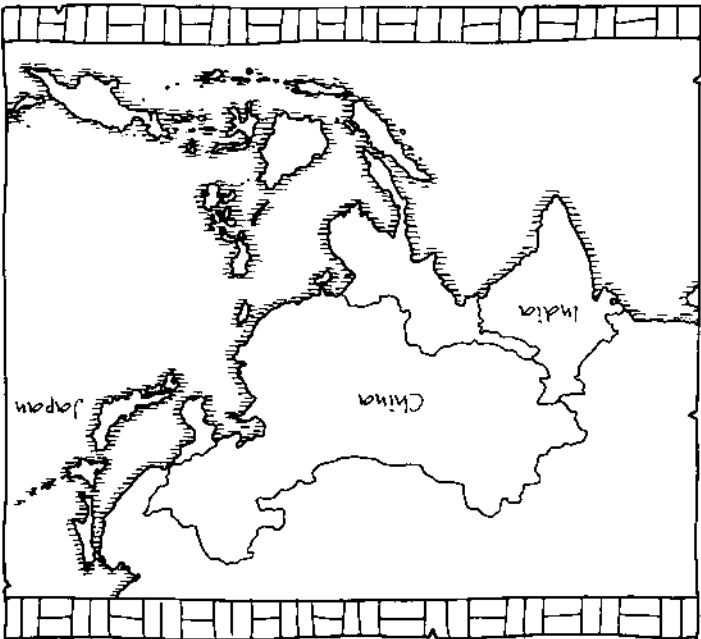
A croissant

10

Asia: From Spicy to Sweet

If you keep heading east, you'll come to Asia. The exotic smell of curry, a mixture of many different spices, fills the air in India. There, you'll find all kinds of spicy vegetable and rice dishes; strange, delicious breads; and sweet desserts.

12



Some people in France enjoy eating escargot, or specially prepared snails (above).



Jellied eels (above) and a breakfast of eggs, bacon, and blood sausage (left) are eaten by some people in England.



11

In China, the largest country in Asia, each region has its own way of cooking spicy, flavorful food. Rice is usually served with every meal. Have you ever been to a restaurant with snake on the menu? Well, in some parts of China, there are special restaurants that serve snakes!



A few people in China also consider scorpions (above) and giant hornets (left) delicacies.

13



Specially trained chefs prepare beautiful and delicious sushi.

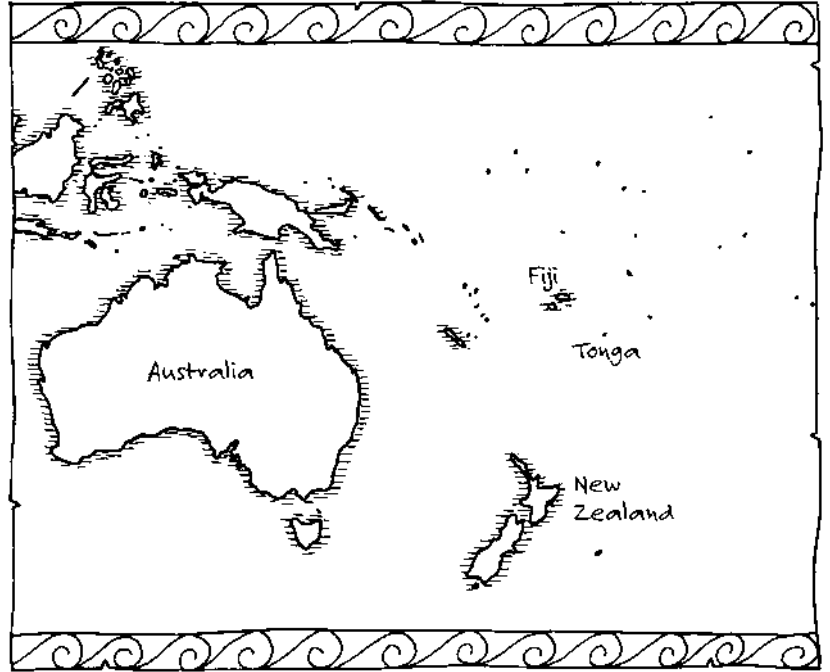
In nearby Japan, **sushi**, or raw fish wrapped in rice, is a **specialty**. Japan is also known for seaweed and rice dishes. And some people love to eat crunchy fried bees and crickets!



14

The South Pacific: Land of Sun, Fish, and Fruit

If you head south from Asia, you'll come to a warm, tropical area called the South Pacific. Here you'll find countries like Australia and New Zealand. There are also many smaller island countries such as Fiji and Tonga.



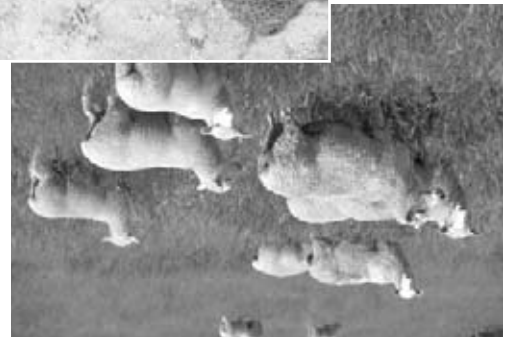
15

In New Zealand and Australia, people eat mutton (sheep meat) and foods made with fresh, creamy butter. Many people in the South Pacific love fresh fish. But they also eat some sea creatures that you may have never seen. They eat giant clams and sea cucumbers, which are squishy creatures that look more like plants than animals. People in the South Pacific also love fresh fruits. Juicy pineapples, mangoes, papayas, and sweet, milky coconuts are just a few.

16



New Zealand sheep (above); sea cucumber and sea star (right)





In the past, some tropical islanders ate bats called **flying foxes**. These bats are big. Some have wingspans of more than two meters (6 ft.)!

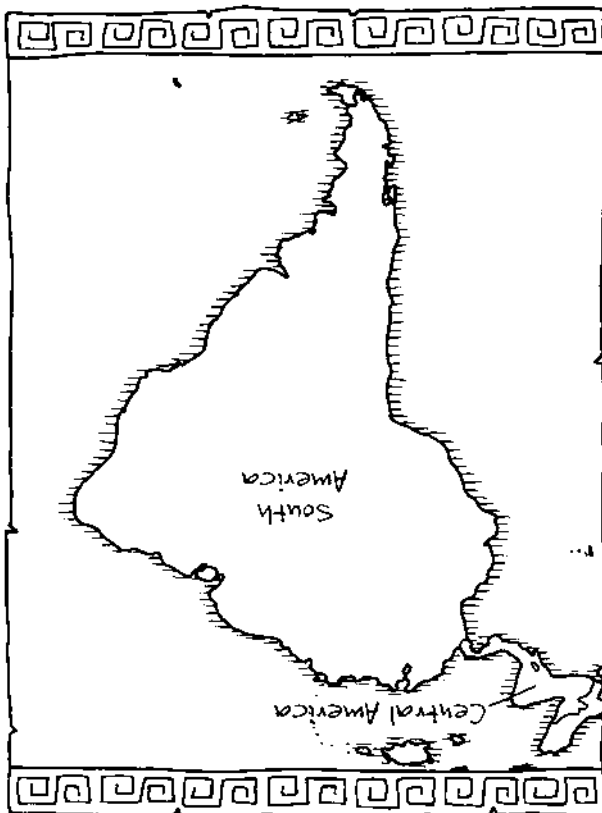
But the bats became endangered. People have stopped eating these flying mammals to protect them.

Flying foxes, the biggest bats in the world, have become rare.



17

18



The Americas: Latinos and North Americans

If visiting Central and South America, you'll get a taste of Latino culture. Latin cooking is often spicy because people use many kinds of chili peppers. They also eat lots of beans, rice, and potatoes. People in Latin America eat tortillas and chips made from corn.

And do you know what treat was discovered in Mexico? Chocolate! Chocolate comes from the beans of the **cacao** tree. The Aztecs, the native people of Mexico, crushed cacao beans and made a rich, bitter chocolate drink.



Rich Mexican hot chocolate comes from beans that grow in pods on the cacao tree.

19



People in the South love crayfish (left), while the Inuit of the north eat whale blubber (above).

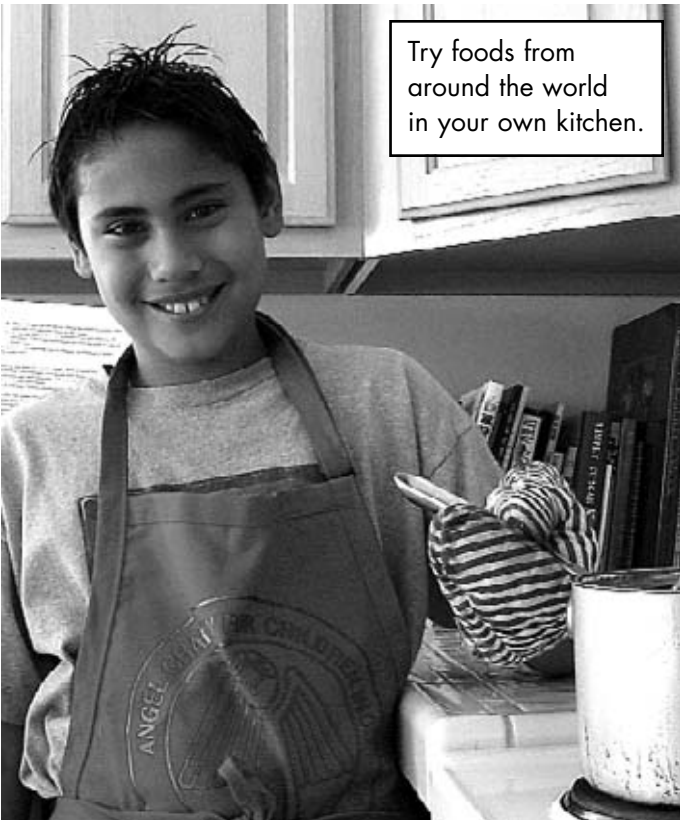
You can get almost any type of food you want in the United States—Mexican, Chinese, Italian, or African. But Americans also eat things that might seem strange to friends from other places. People eat crayfish and pork bellies in the South. They crunch hog snouts and chicken feet in the Midwest and rattlesnakes in the West. Inuits in Alaska eat whale blubber.



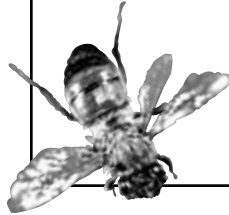
20

Conclusion

Everyone around the world has favorite foods and recipes they would love to share. So visit the library. Try new restaurants with your family. Learn all you can about foods from around the world. And who knows, you might end up being a world-famous cook yourself!



21



Do You Know?
Honeybees must travel to more than two million flowers to make just 1/2 kilogram (1 pound) of honey.

Peanut butter is a favorite food in parts of Africa and the United States. And honey is a treat around the world. Try these treats for a healthy snack.

With a wooden spoon, mix the first five ingredients together in a bowl. Roll the mixture into 2.5-centimeter (1-inch) balls with your hands. Then roll the balls in the granola or wheat germ. This makes a crunchy, sweet, sticky snack that you can eat with toothpicks or your fingers.

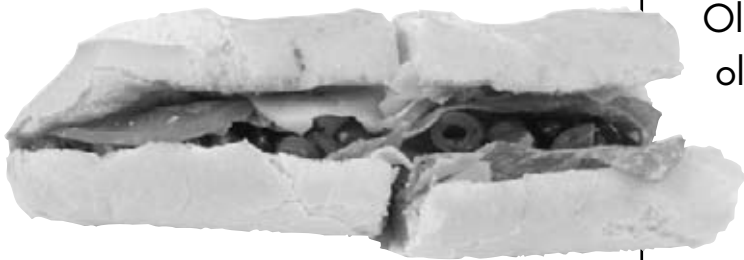
TRY THIS! Peanut Butter and Honey Balls

- INGREDIENTS:**
- 1/3 cup honey
 - 1/2 cup peanut butter
 - 1/2 cup powdered milk
 - 1 envelope of unflavored gelatin (optional)
 - Sunflower seeds, raisins, nuts, dried cranberries or cherries, or anything else you want to add
 - Granola or wheat germ

22

TRY THIS! An Italian Subwich

Make an Italian sub and pretend you’re in Rome. Take a hard sub roll and brush it with a little bit of olive oil. Then add slices of Genoa salami, provolone cheese, tomatoes, lettuce, and sliced black olives. Cut your sandwich in half and enjoy.



Do You Know?

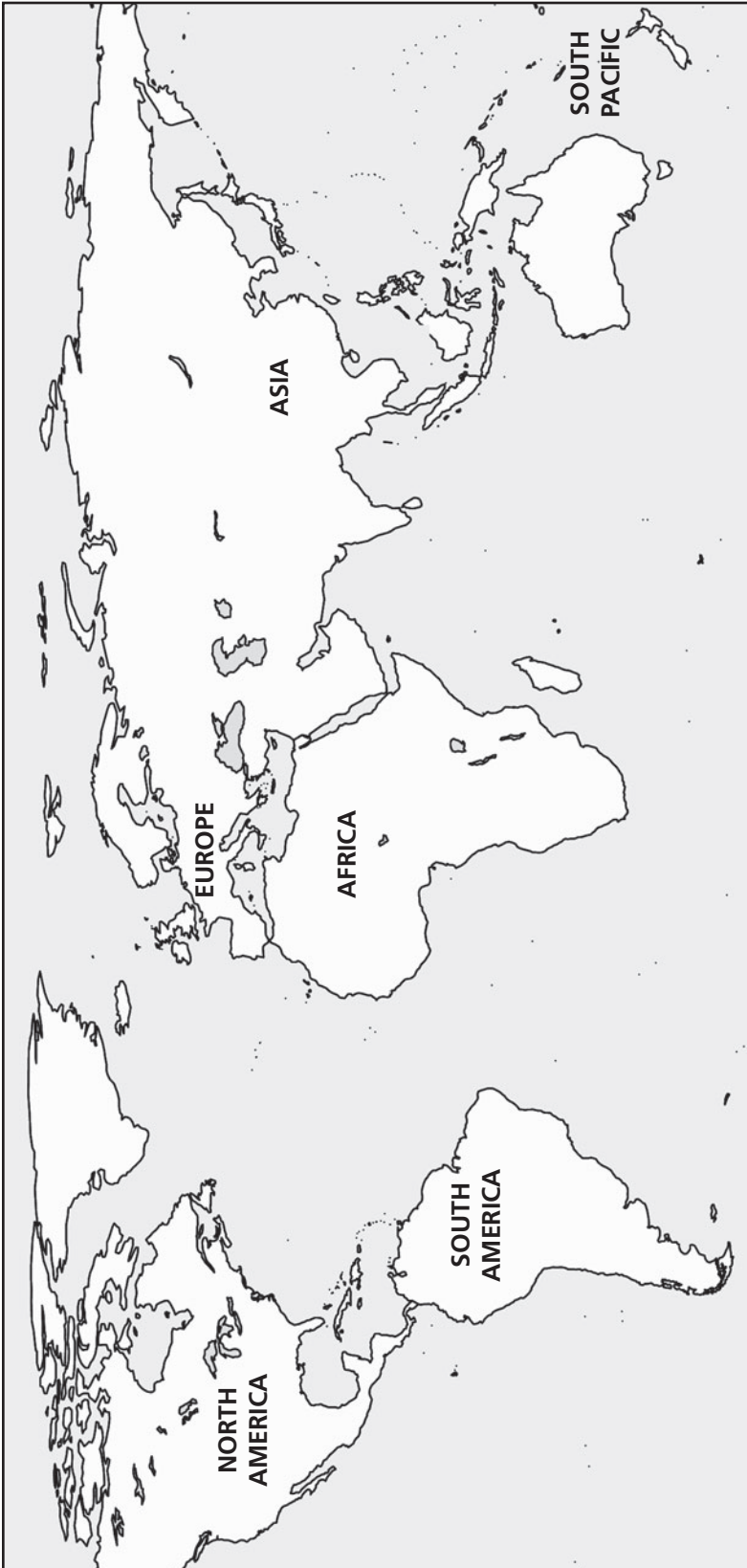
Olive trees can live to be 1,500 years old! The average life span is about 500 years. Most olives are grown in the countries around the Mediterranean Sea, such as Italy.

Glossary

borscht	Russian soup made with cold beets, potatoes, and sour cream (p. 8)
cacao	a tree that produces cacao beans, which, when roasted and ground, can be made into chocolate (p. 19)
cannolis	Italian pastries with sweet, creamy cheese in the middle (p. 9)
delicacy	an expensive food served only on special occasions and thought to be very delicious (p. 10)
escargot	snails, served in France (p. 10)
flying foxes	large fruit-eating bats with fox-like faces; sometimes eaten in the Pacific islands (p. 17)
game	wild animals hunted and eaten for food (p. 7)
rich	heavy and filling; using lots of fat, oil, cream, or sugar (p. 10)
specialty	something one group of people makes very well (p. 14)
sushi	Japanese food of rice, seaweed, vinegar, and raw fish (p. 14)

Name _____

INSTRUCTIONS: Before reading, cut out the names of the foods along the dotted lines and place each one on the map where you think that food is eaten. After you finish reading, use the book to help you place the foods on the correct continents. Tape or glue them to the map.



peanut stew	borscht	snake	papaya	tortillas
crayfish	sea cucumbers	caterpillars	sushi	cannolis

Name _____

INSTRUCTIONS: Place commas between all the listed items in the sentences below. Remember that two listed items with *and* or *or* between them don't need a comma.

1. France is known for cheeses buttery sauces and tempting desserts.
2. They enjoy warm beer blood pudding jellied eels and fried leftovers.
3. Caterpillars with onions and tomatoes make a crunchy delicious meal.
4. You'll find vegetable dishes and breads and desserts in India.
5. Latin cooking has lots of beans rice and potatoes.
6. The Aztecs had rich chocolaty drinks.
7. They eat hog snouts and chicken feet in the Midwest and rattlesnakes in the West.
8. New Zealanders enjoy foods with fresh creamy butter.



The Secret Lives of Snails and Slugs

A Reading A-Z Level N Leveled Reader

Word Count: 637

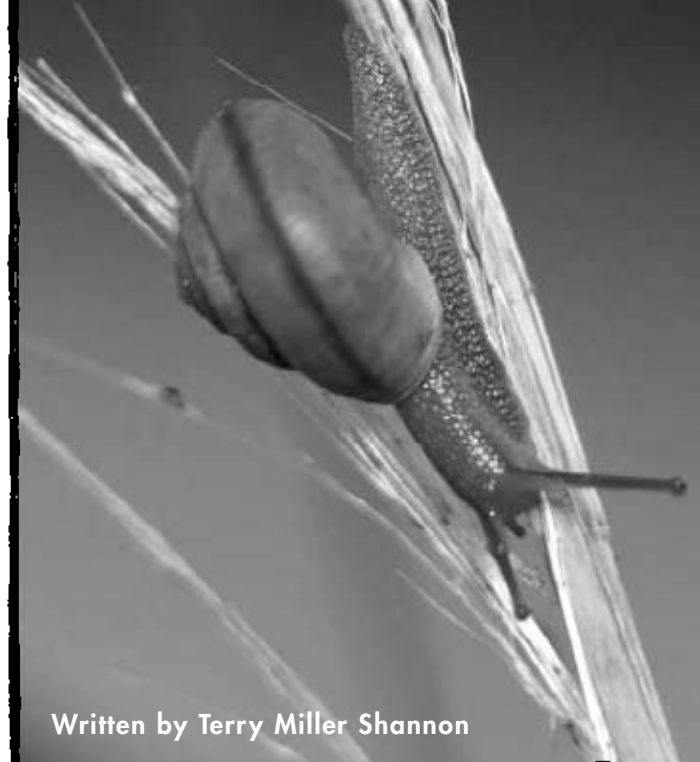


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The Secret Lives of Snails and Slugs



Written by Terry Miller Shannon

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Level N Leveled Reader
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A land slug (left) and a land snail (right)

Introduction



Can you guess what walks on one slimy foot? Here's another clue: this animal has a tongue covered with sharp teeth. Believe it or not, the right answer is a snail or slug. You'll be amazed when you discover more about these creepy crawlers!



Sea snails
on a sea fan

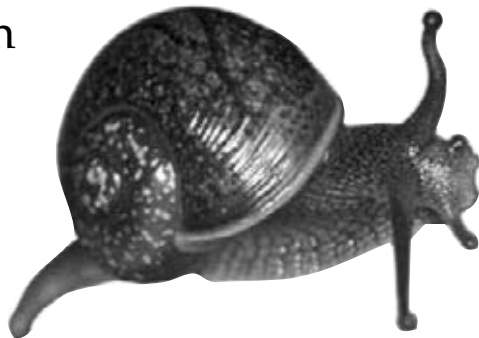
Snail and Slug Bodies

Snails and slugs are much alike. They belong to the family of animals called **mollusks**. The mollusk family also includes clams, squids, and octopus.

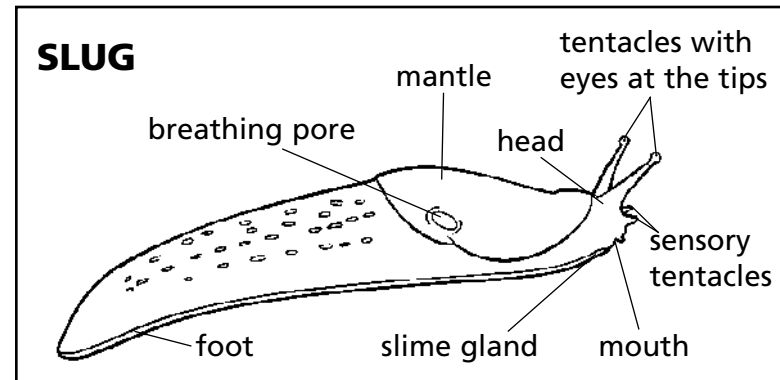
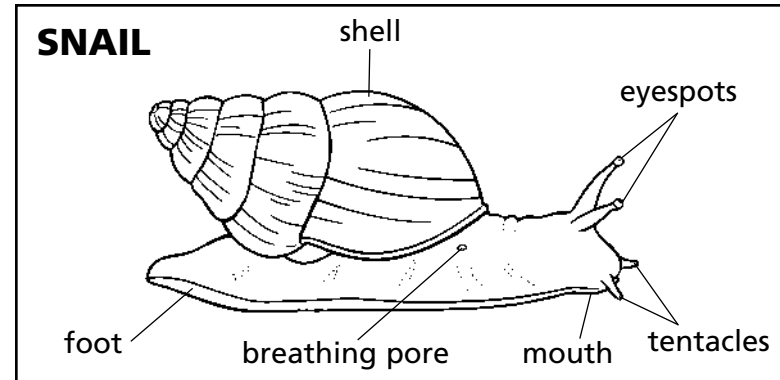


Ruffle-back snail

All mollusks have soft bodies and no backbones, and most have shells to protect their bodies. Even slugs have a tiny shell hidden beneath their skin.

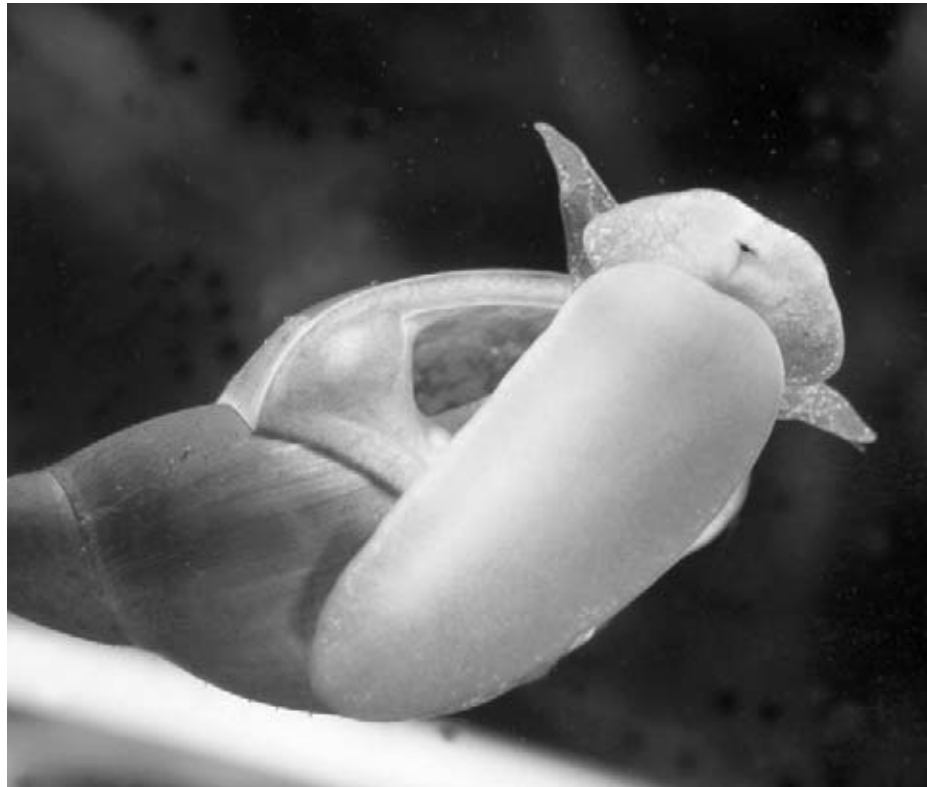


Snail with spiral-shaped shell



Snails and slugs are also called **gastropods**, which means “belly foot.” A snail or slug has one foot, with its head at one end. It seems to walk on its belly, but actually it is crawling on its foot. Snails and slugs have tongues with many rows of tiny sharp teeth.

Snails and slugs have four **tentacles** shaped like arms. At the ends of the top two tentacles are the eyes. These top tentacles are also used to smell. Slugs and snails use their bottom two tentacles for feeling their way along.



This sea snail's foot is the large pad in the center.



Snail leaving a slime trail

Slime



Snails and slugs move very slowly, gliding along on their single feet. The foot produces slime that helps the snail crawl, like sliding on a bed of jelly. The goo is sticky, so it also helps the animal climb. Slugs and snails drink through their skin, and their slime filters the water.

Slime also helps protect snails and slugs. Birds, snakes, crabs, turtles, and other animals eat snails and slugs. But the slime makes it difficult for these hunters because dinner gets very sticky. Slug slime also tastes awful. This disgusting goo helps stop animals from eating snails and slugs.



Seagulls especially like snails.



A snail in a wet, mossy area

Kinds of Snails and Slugs



The first snails and slugs probably lived around 600 million years ago. Today, there are around 80,000 kinds of snails and slugs. Some snails and slugs live on land, and others live in water. Many beautiful slugs and snails live in the ocean. Both land and water snails and slugs love wetness. If a snail or slug dries out, it will die.

Snails and slugs can be as tiny as the period on this page, and the largest are the size of rabbits! Snails can



Sea slug

have dull, bright, spotted, or



Snail on a tree

striped shells. Many sea slugs are brightly colored with red, blue, purple, silver, or yellow. Most land slugs are brown or green.

One slug looks quite a bit like a fruit. It is the banana slug, which lives in the western United States. A banana slug is yellow with black spots, and it can grow as big as a banana.



Banana slug searching for food



A snail searches for food with its tentacles.

The Lives of Snails and Slugs



Like bears, land snails and slugs sleep through cold winters. Snails nap in their shells, and slugs sleep in holes they've dug in the dirt. In the spring, they come out. They're very hungry after they wake up, and they need to find plants to eat.

Snails and slugs spend most of their time searching for food. Land snails and slugs eat live plants, and some eat dead plants, too. They rub their tongues on leaves and stems. Sharp teeth on their tongues grind off bits of plants. Sea snails and slugs eat underwater plants, sponges, and tiny ocean animals.



Snails can cause damage to leaves (right).



A snail laying eggs

Almost all snails and slugs lay eggs. When each egg hatches, a baby snail or slug crawls out. How long does a snail or slug live? It depends on the type and size. Small snails and slugs usually live about six months, and large snails and slugs might live eight to ten years.



Slugs help turn dead plants into soil.

Conclusion

Some snails and slugs can damage crops and gardens, but snails and slugs are very important. They clean up the world by eating dead plants. They provide a source of food for birds and other animals.

Now you know all about the secret lives of snails and slugs!

Do You Know?

Many people love to eat snails cooked in butter and garlic. In some areas, other snails are served in soup or salads.



Glossary

- gastropods** a group of mollusks that move on one foot (p. 6)
- mollusks** a large group of animals with soft bodies and no backbones. Oysters, clams, mussels, snails, slugs, squids, and octopi are mollusks. (p. 5)
- tentacles** long, slim stems on some animals. They are used to feel, grab food, move, or cling. (p. 7)

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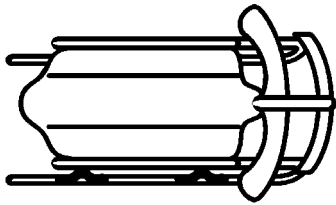
Name _____

INSTRUCTIONS: Before you read the book, write what you know about snails and slugs. Then write what you want to know about them. When you finish reading the book, write what you learned about snails and slugs.

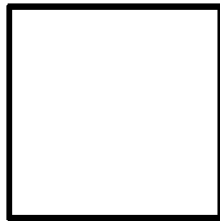
What I Already Know about Snails and Slugs	What I Want to Know about Snails and Slugs
What I Learned about Snails and Slugs	
What they look like:	
How they move:	
How they see and smell:	
How they are protected:	
Where they go in winter:	
What they eat:	
Where their babies come from:	

Name _____

INSTRUCTIONS: Look at each picture. Write the letters that stand for the beginning sounds of each picture.



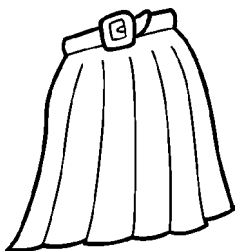
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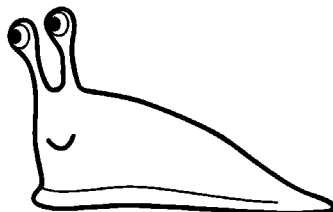
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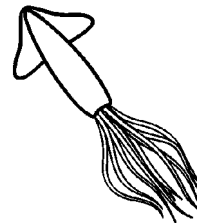
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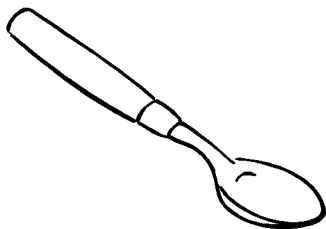
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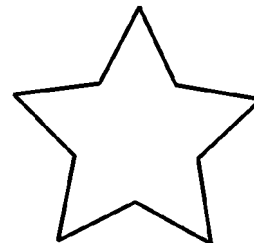
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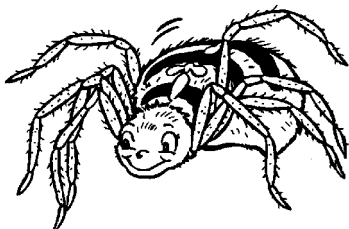
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Name _____

INSTRUCTIONS: Read the words in each box. Draw a line to match the words that mean the same, or almost the same.

cold	huge	bag	ground
big	chilly	see	look
kind	nice	earth	sack
stairs	glad	wash	angry
town	steps	mad	clean
happy	city	penny	cent
friend	pal	road	noisy
mother	yell	shut	street
shout	mom	loud	close
nap	hop	smile	funny
jump	sleep	silly	laugh
cry	sob	giggle	grin

Crows Share a Pie

A Reading A-Z Level N Leveled Reader

Word Count: 640




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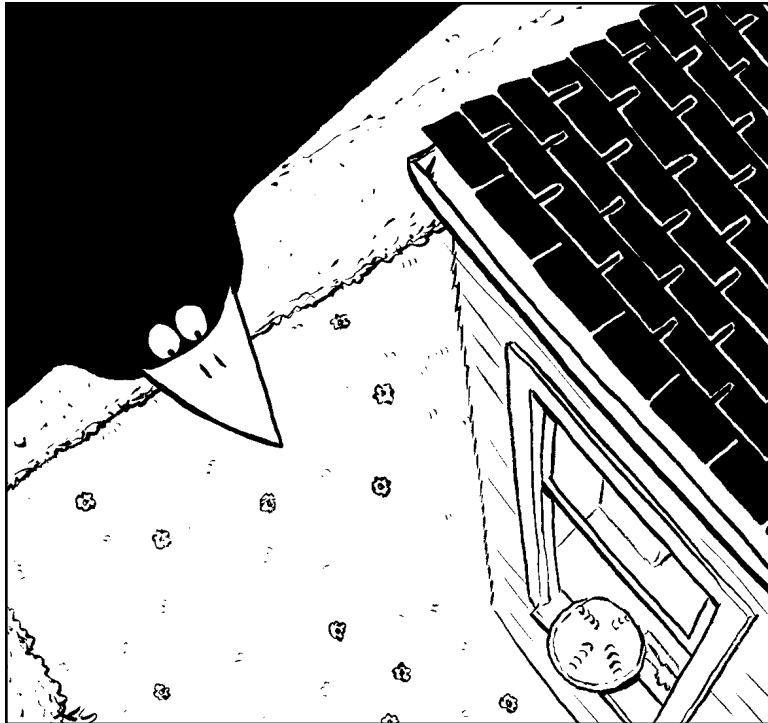
Crows Share a Pie



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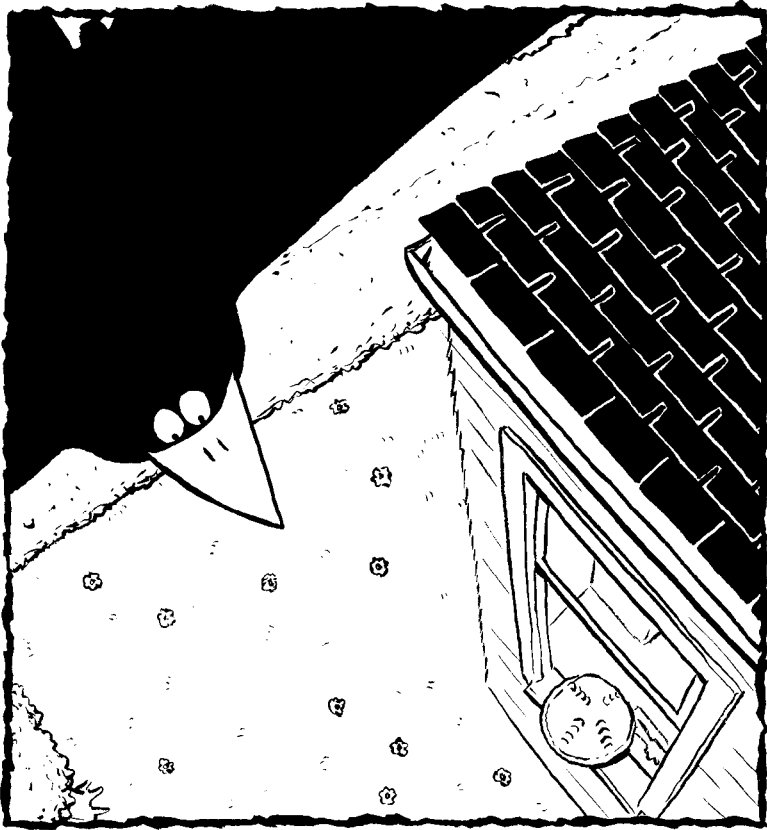
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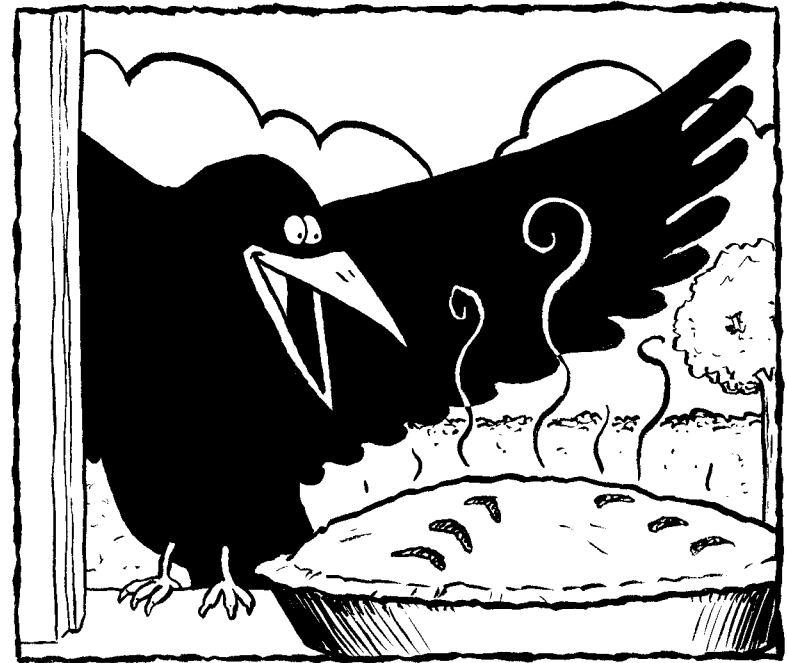
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Reading Recovery	20
DRA	28

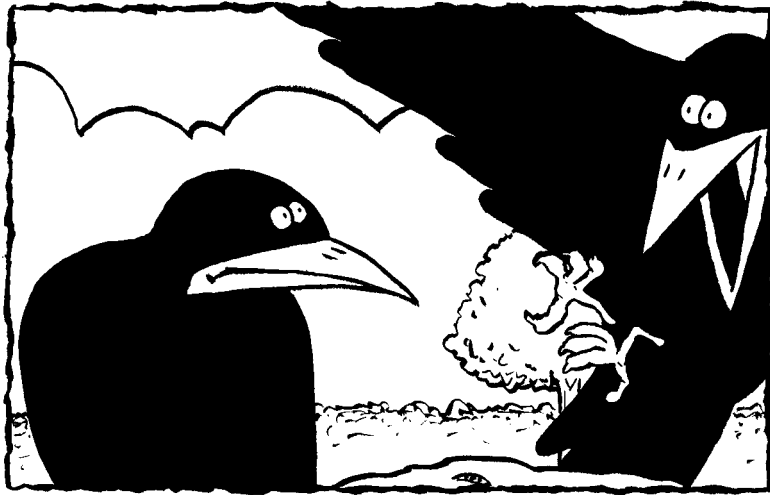


One delightfully sunny day, a large crow flew over Mrs. McNutty's house. Looking down, he spotted a big, freshly baked pie cooling on the windowsill. Because pie was about his favorite thing in the world, he swooped down for a closer look.

As the crow glided by, he could tell that nobody was home. He safely landed on the windowsill and eyed the wonderful-smelling pie. The crow became especially excited to see that it was a cherry pie.

"Oh boy, delicious cherry pie. My favorite," he said. "And it's all mine."

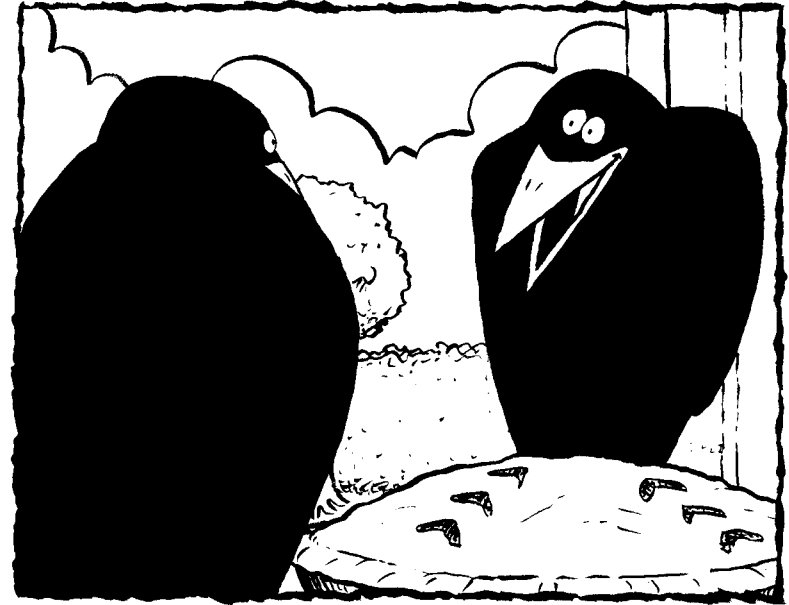




Just as he was about to take his first bite, a second crow flapped down and landed on the windowsill with a thump.

"That's a mighty big and tasty-looking pie," she cawed. "You don't intend to eat it all by yourself, do you?"

"Well, I was sure thinking I would," answered the first crow. "Since I found it first, it's all mine."

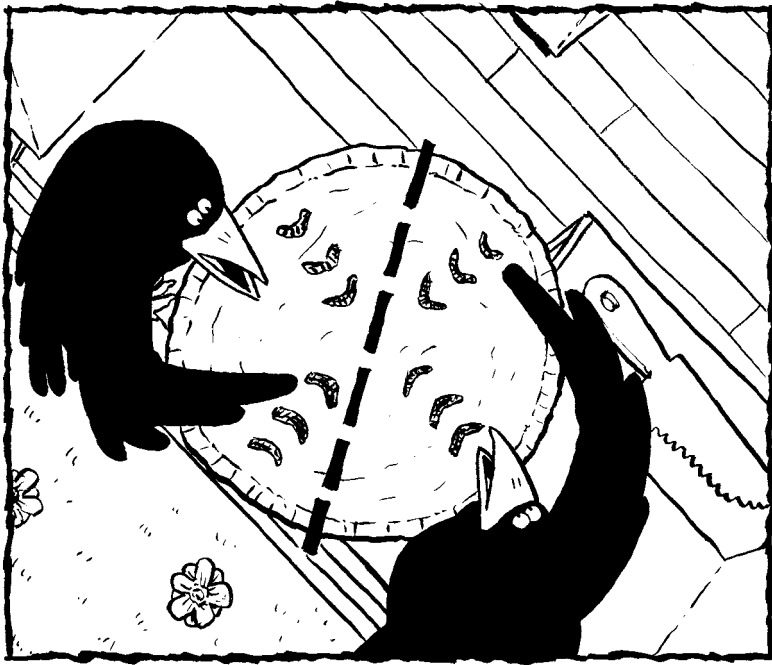


"Don't be so selfish," replied the second crow. "You can certainly see that there's enough pie for two hungry crows. Besides, you'll feel far better sharing the pie than you will getting a tummy ache from eating the entire thing. So how about giving some of it to me?"

The first crow took a few moments to think.

"I suppose I could share it with you. After all, it is a very large pie. How do you propose we divide it?" he asked.

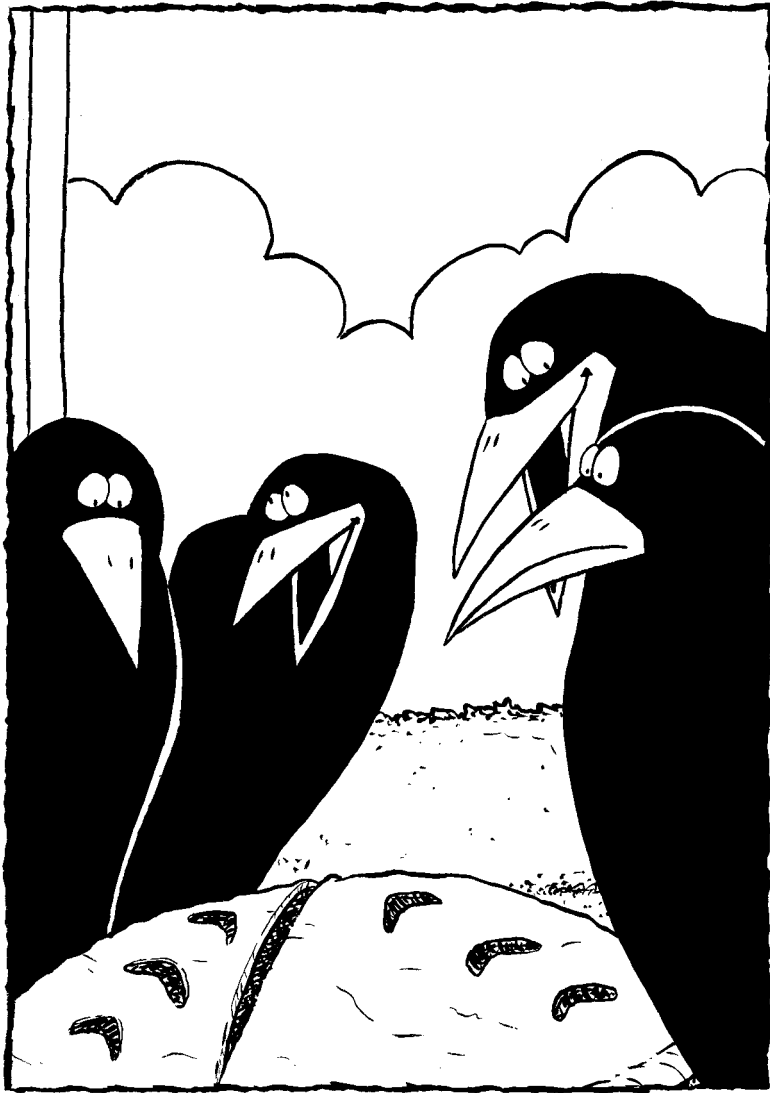
"Let's just split it down the middle," offered the second crow. "That way you get one half, and I get the other half. It's fair if we each get equal halves of the pie, isn't it?"



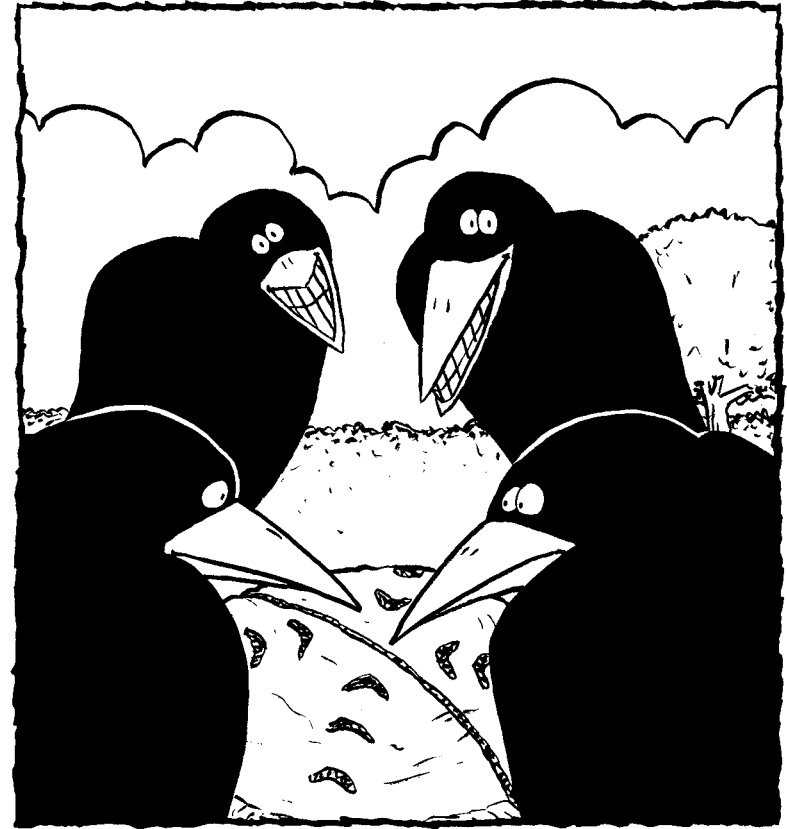
"I suppose so," said the first crow.

The crow sliced the pie in half. Just as he finished cutting, two more crows landed with a flutter of black wings. They stared at the pie with bright, greedy eyes.





"How about offering some of that tasty-looking pie to us?" they begged.

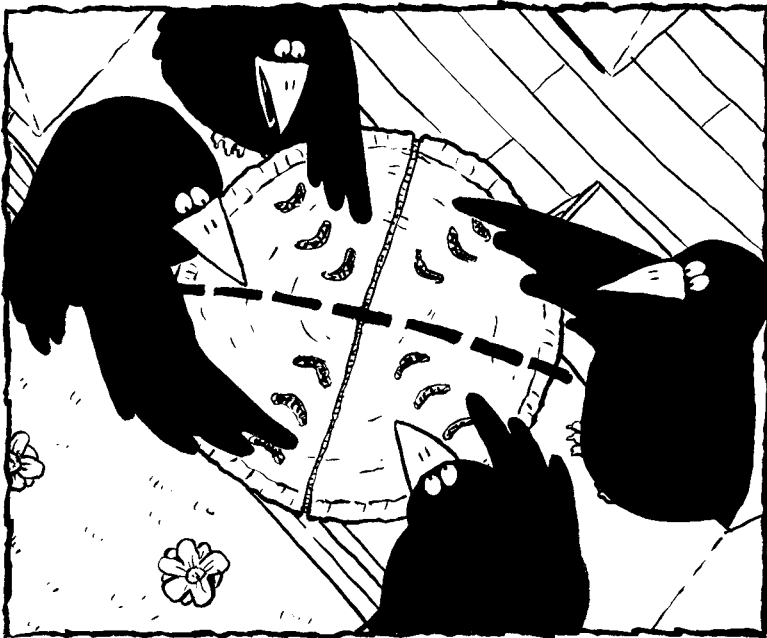


The first and second crows glanced at each other, wondering whether or not they could bear to give away some of the pie. They finally agreed that sharing was a good thing, so they decided to split the pie with the other two crows.

"How do we cut up the pie now?" asked the first crow.

The second crow, being the smarter of the two, suggested dividing each of the halves down the middle.

"Cutting each half into two pieces will make four equal slices. Each of us will have one-fourth of the pie," she said.



"Brilliant idea," said the first crow, and he cut the two halves in half, making fourths. "There—we've got four equal pieces. Now everyone should be happy. Let's eat!"





But before the first four crows could take even one bite of pie, four more crows sailed down and perched on the ledge beside them. They stared hungrily at the pie.

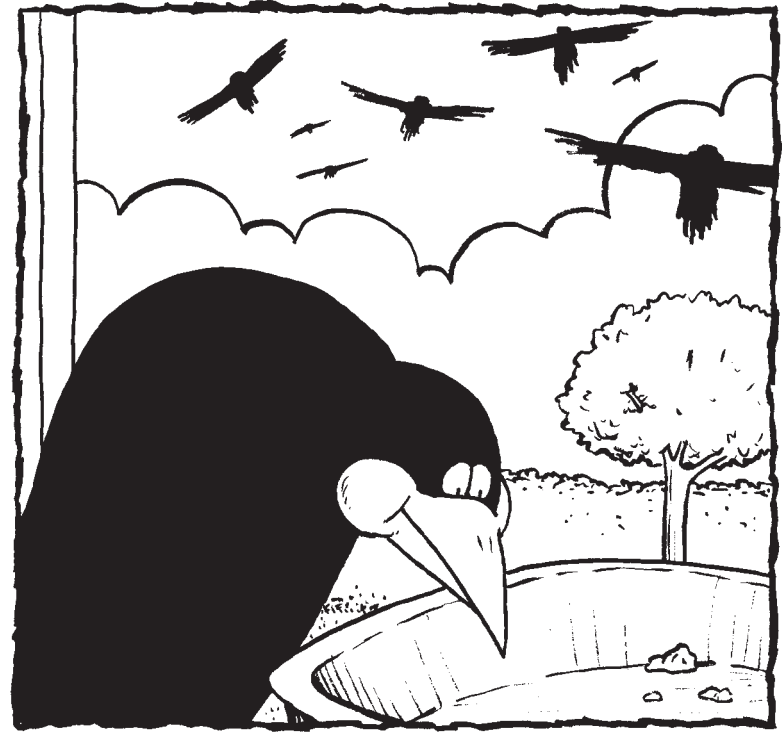
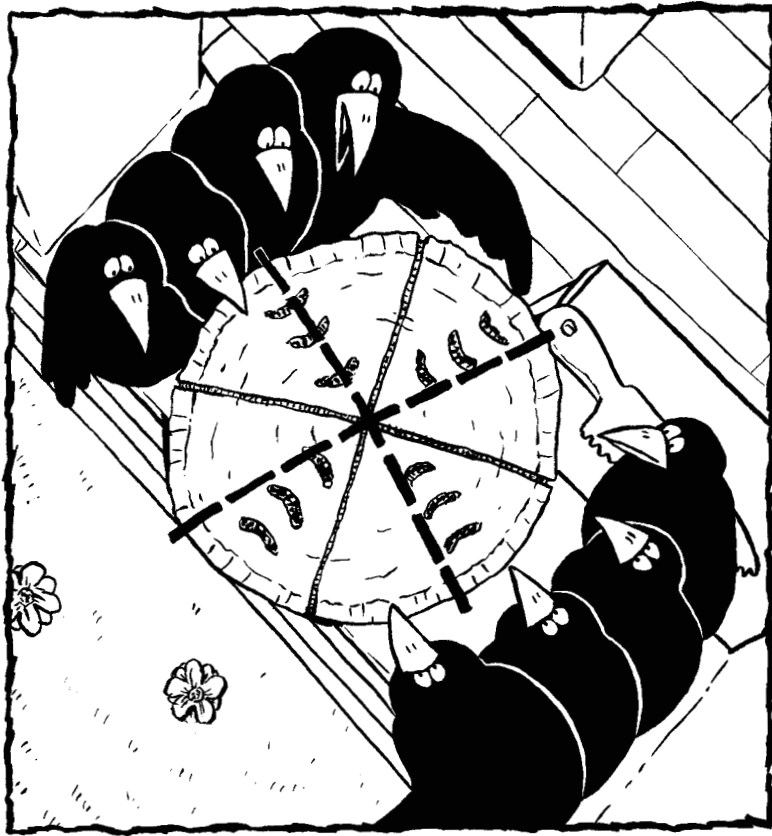
“How about being generous and sharing that lovely pie with some poor, hungry crows?” they pleaded.



There was a bunch of squawking and cawing among the first four crows. But they, too, agreed that sharing was a good thing, and they decided to give a portion of the pie to the four other hungry crows.

“Now what are we going to do to make sure everyone gets an equal piece?” asked the first crow.

The second crow declared, "No problem. We just make eight equal pieces by cutting each of the fourths in half. That will mean we each get one-eighth of the pie. That's the fairest way to do it, and everyone should be happy."

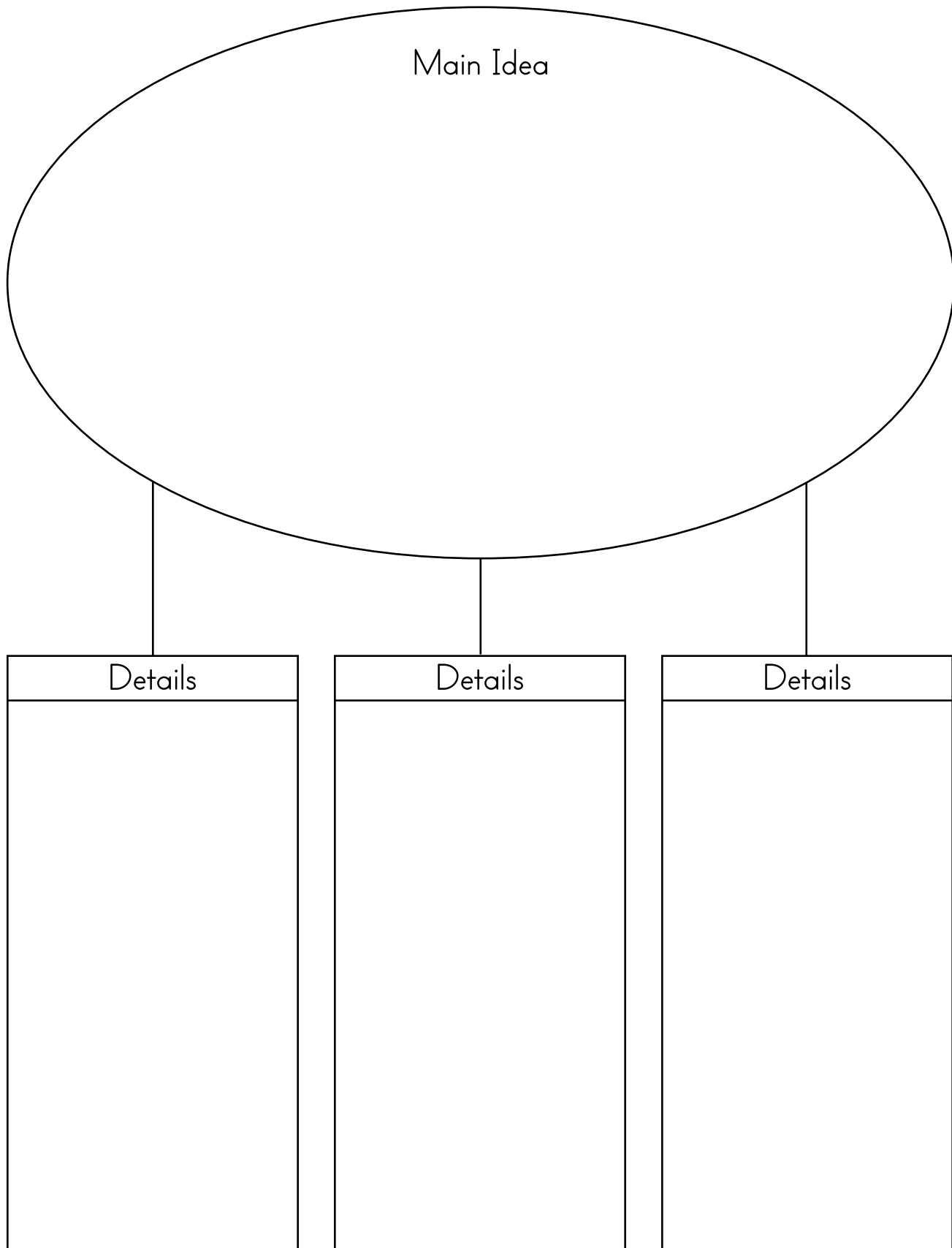


"Sounds good to us," shouted all the crows. "Now, let's hurry and eat our pieces of pie before we have to split them into even smaller fractions."

Each hungry crow gobbled down one-eighth of the pie, and then they all flew off in search of more.

Name _____

INSTRUCTIONS: Write the main idea of the book in the big oval. Then write the details in the boxes underneath it.



Main Idea

Details

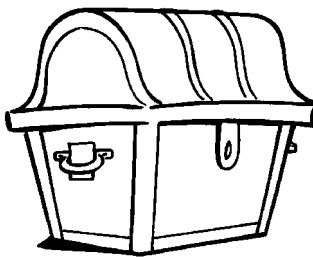
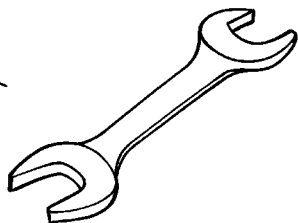
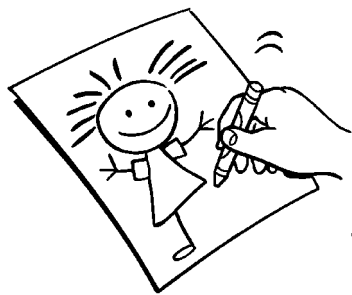
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Name _____

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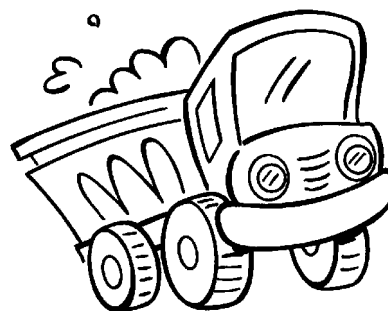
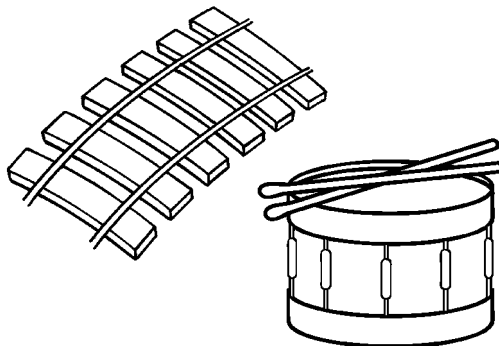
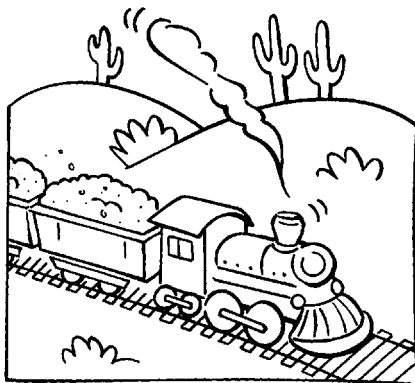
INSTRUCTIONS: Write all the words that you can think of that start with *r*-blends in the spaces below. Then circle the *r*-blend in each word.



CROWS SHARE A PIE • LEVEL N • 2

train

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



SKILL: PHONICS

Name _____

INSTRUCTIONS: Read the words in each box. Draw a line to match the words that mean the same, or almost the same.

excited	shiny	equal	same
beg	happy	lovely	bright
bright	ask	brilliant	nice
shout	glad	begin	leave
eat	yell	go	tall
happy	gobble	high	start
share	friend	take	grab
make	give	story	small
pal	build	tiny	tale
fast	street	nice	beautiful
road	small	pretty	kind
short	speedy	hear	listen

Totem Poles

A Reading A-Z Level N Leveled Reader

Word Count: 659

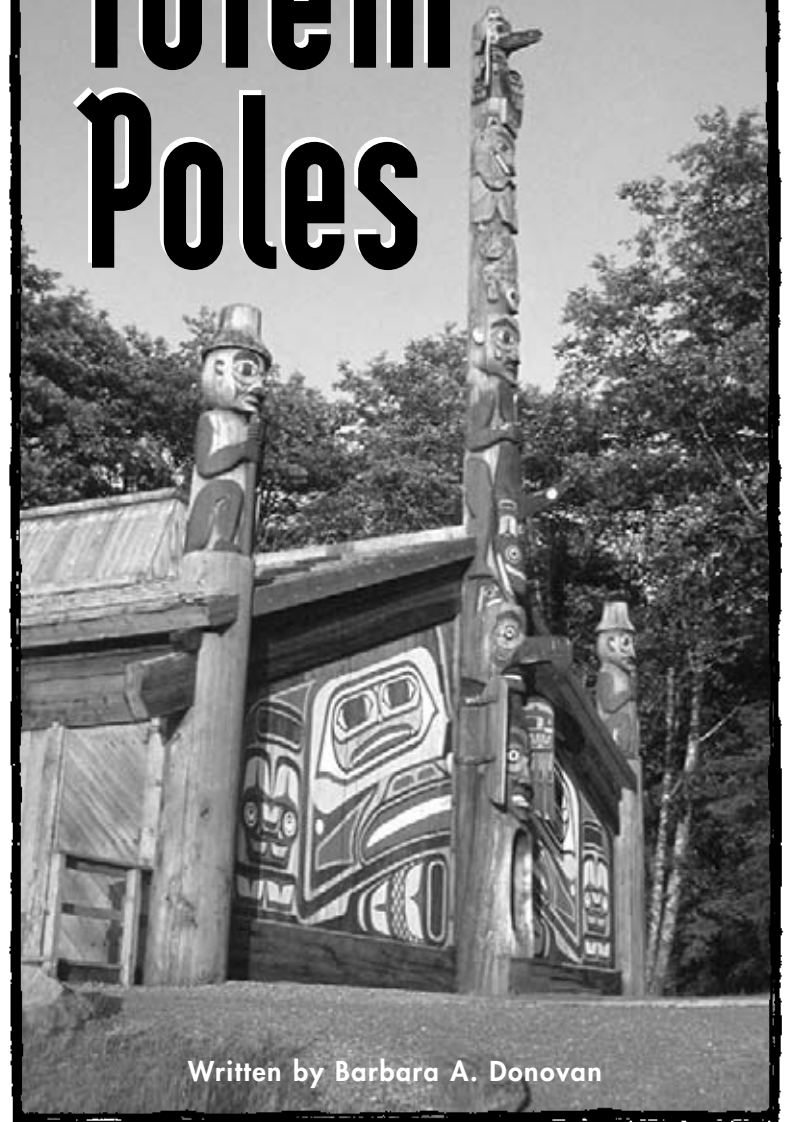


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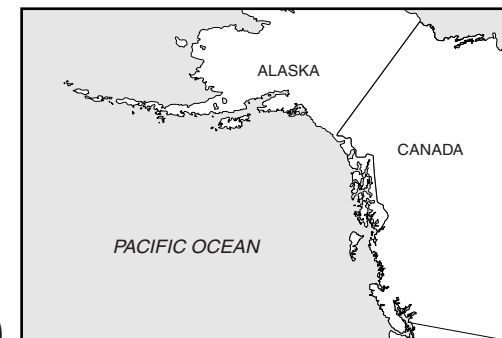
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Monuments of Cedar



Totem poles are made from cedar trees that can be as tall as 40 feet (12.2 m)

Carving a bird from a block of wood is hard work, but imagine carving animals on a piece of wood as long as a tree trunk! Native peoples living along the Pacific coast of Alaska and Canada have been doing just that for hundreds of years. These carvings are called **totem poles**.



Totem Poles Speak

Totem poles are carved in different styles and for different reasons. The figures carved on the poles have special meanings and help tell stories. **Memorial** poles describe someone's life or a special event. Other totem poles tell the history of a **clan**, or family group, and still others welcome visitors.

Each figure on a totem pole has its own meaning.



The totem pole and painted housefront of the potlatch house at Totem Bight State Historic Park, Ketchikan, Alaska

Many houses have totem poles that are part of the house itself. House poles are carved into the doorways, on the outside corners, or on poles that support the roof. These poles show the wealth and status of the family.

Do You Know?

Whenever a totem pole is raised, a **potlatch**, or special ceremony, is held. In 1884, the government of British Columbia passed a law making potlatches illegal, and most tribes stopped carving totem poles. But in 1951, the law was dropped and tribes began carving totem poles again.

Mortuary poles are like gravestones. The carvings on the pole honor the life of a person who has died. They tell about important events and family relationships in the dead person's life.

Some totem poles welcome visitors to a village. These are typically single human figures. They are put near a beach to show visitors that they are welcome.



Mortuary totem poles

This totem pole tells the legend of how Killer Whale clan took Black Bear for its **crest**, or special symbol.

One day, a hunter went into the mountains looking for mountain goats. Black Bear captured him and brought the hunter to his den. The man lived with Black Bear. Although they became friends, the man missed his village.

Hunter

Kind Man

Black Bear

Black Bear's human form

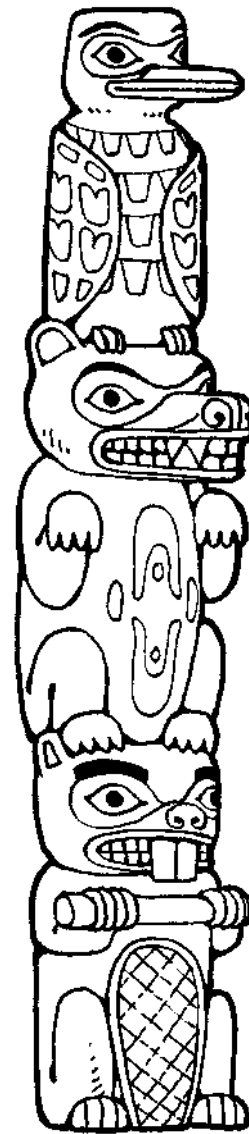


Totem pole at entrance to Van Dusen Gardens, Vancouver, British Columbia, Canada



After two years, Black Bear let the man go home. By now, the man looked like a bear. The villagers ran from him. Finally, one kind man rubbed medicine on the man's body. Soon the man looked human again, and he took Black Bear as his crest. His friend, Black Bear, always protected the man's family.

These illustrations show some of the most common figures you can see on totem poles.



Raven

Bird with a straight beak

Raven is a trickster who can change shape into almost everything—a bird, a human, or even a speck of dirt.

Bear

Round ears, many teeth

Bear is a caring, god-like creature that can change from bear to human form.

Beaver

Long front teeth, flat tail with crisscross lines

Beaver is a clever carver whose powerful tail-slap can cause earthquakes or turn him invisible.

Watchmen

*Crouching men with
very tall hats*

Watchmen are human
figures who can spot
danger from far away.

Thunderbird

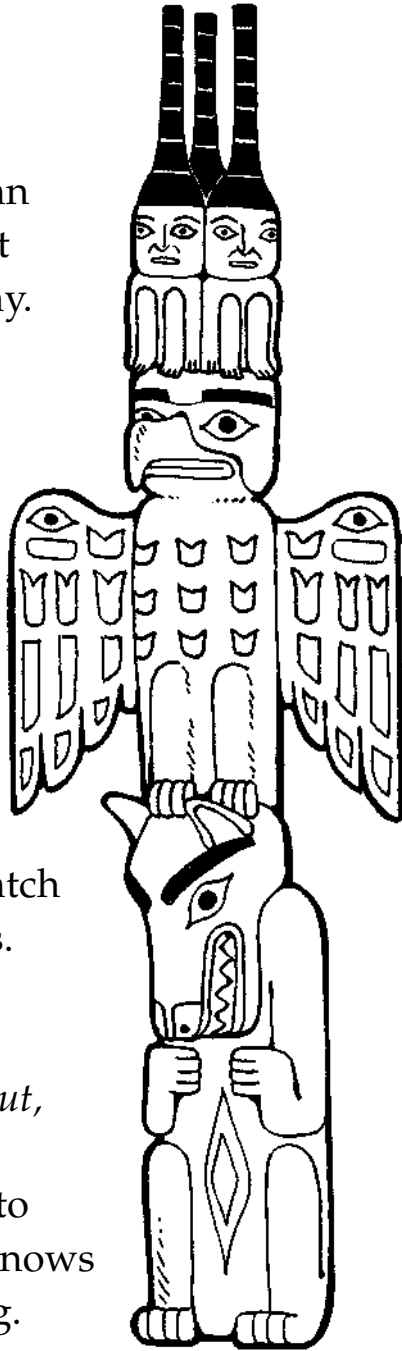
*Curly feathers that
look like horns*

Thunderbird is
one of the Native
Americans' most
powerful spirits.
He causes thunder
and lightning, and
is large enough to catch
a whale in his talons.

Wolf

*Pointed ears, long snout,
many sharp teeth*

Wolf is not friendly to
humans, though it knows
the secrets of healing.



Carving a Totem Pole

In the past, a clan would hire a
master **carver** to make a totem pole.
Today, many museums, businesses,
and people around the world also
want totem poles created for them.
First, they hire a carver and work
with him or her to plan the pole.

The carver finds a tree with no knots
or bends. The carver cuts down the
tree, cuts off the branches, and hauls
it to the workshop. Then the carver
chips away the soft outer wood.



A man carves a totem pole at the Native Heritage Center
in Duncan, British Columbia, Canada.



Alaskan natives carve a totem pole.

Often, a team of carvers works on the totem pole. The master carver draws the designs on the log with charcoal. The master carver works on the bottom figure of the pole because this figure is the biggest and most important, and everyone can see it up close. Helpers carve and paint other figures on the totem pole. Carving a big pole can take as long as nine months.

When the pole is ready, it is brought to the place where it will stand. A potlatch is held to celebrate the raising of the pole. There is feasting, dancing, singing, and gift giving, and the totem pole's stories are told. Prayers and blessings may be said for the pole and for the people who own it.



Raising a totem pole

Do You Know?

You can see totem poles being carved at Saxman Native Village near Ketchikan, Alaska. The village was settled by Tlingit Indians in 1894. Today it is a small, independent community that has its own laws. Many visitors from all over the world go there each year to see the village's many beautiful totem poles and to watch carvers at work.

Totem Poles Come Home

When European explorers came to the coast of Alaska and Canada in the 1800s, they were impressed by the many totem poles they found. Many of the poles were taken away and ended up in museums.

In 1990, the U.S. passed a law that said native peoples would be able to get back property that had been taken from them. Because of this law, many totem poles are returning to their original homes and to the people who created them.

The Tlingit totem pole in its former home
at the Peabody Museum



Glossary

carver	person who carves wood (p. 12)
clan	a family group (p. 5)
crest	a symbol representing a clan's history (p. 8)
memorial	an object that remembers a special event or person (p. 5)
mortuary poles	totem poles, like gravestones, that honor dead people (p. 7)
potlatch	a ceremony to celebrate important events (p. 7)
totem poles	wooden pole carved from cedar by Pacific coast natives (p. 4)

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Peabody Museum, 15	wolf, 11
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Name _____

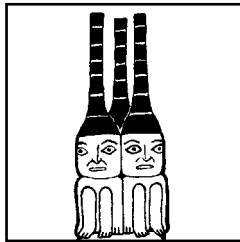
INSTRUCTIONS: Write the words that finish the sentence at the top of the page. Use your book to write the name of each figure. Then write a detail about it.

This book is about _____.

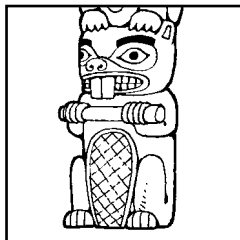
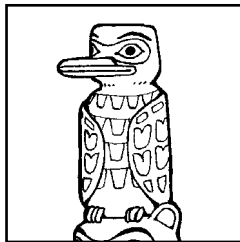
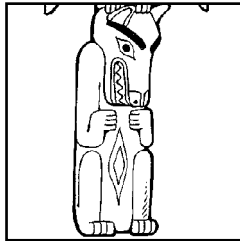
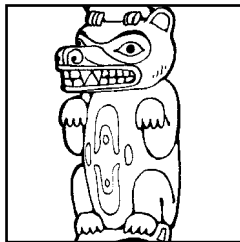
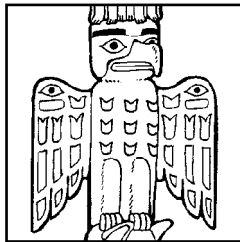
Name of Figure

Detail

Watchman



Can spot danger
from far away



Name _____

INSTRUCTIONS: Look at the pictures. Write the letters that stand for the beginning sound of each picture.

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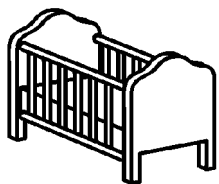
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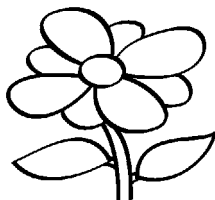
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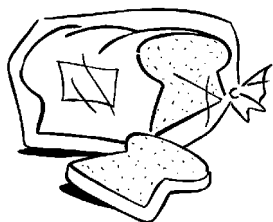
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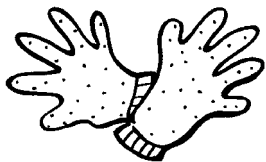
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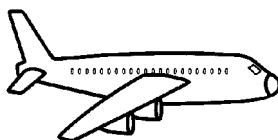
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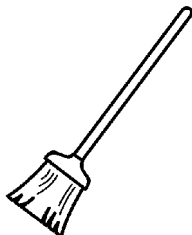
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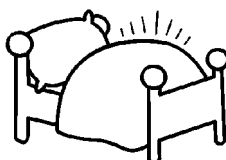
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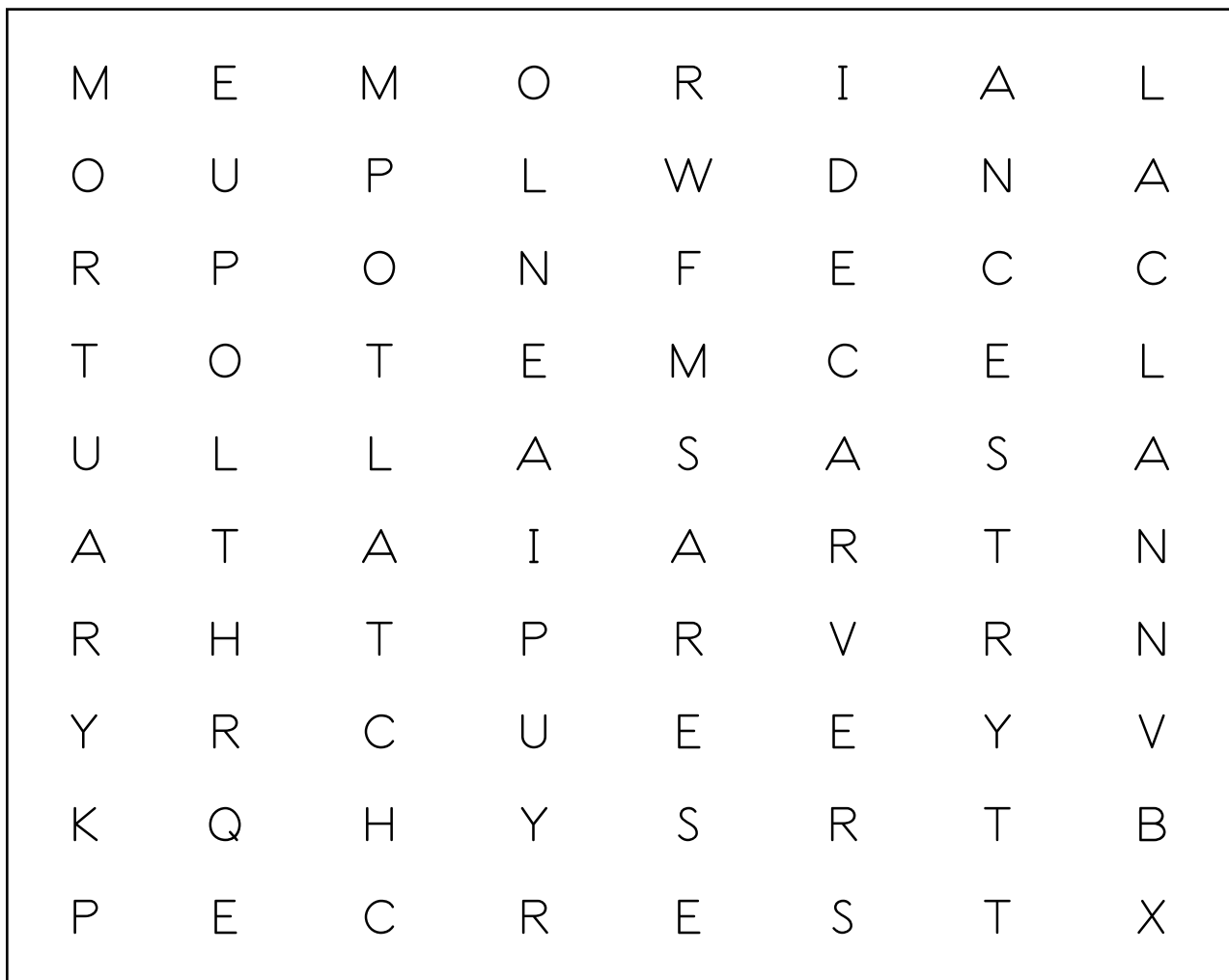
INSTRUCTIONS: Circle the describing word in each sentence.

1. The Watchman wears a tall hat.
2. Thunderbird has curly feathers.
3. Bear's ears are round.
4. Raven has a straight beak.
5. Wolf has sharp teeth.
6. Bear has many teeth.
7. Wolf's ears are pointed.
8. Beaver has long teeth.
9. Wolf has a long snout.
10. Thunderbird is large.

Name _____

INSTRUCTIONS: Use your book to finish each sentence. Then find the words in the word search.

1. A family group is called a _____.
2. A _____ pole is like a gravestone.
3. Totem poles that tell about someone's life are called _____ poles.
4. Wooden poles carved from trees are called _____ poles.
5. A special family symbol is called a _____.
6. People who work together to make a totem pole are called _____.
7. A special celebration held when a totem pole is raised is called a _____.
8. A family's history is called its _____.



Celebrating Food and Family

A Reading A-Z Level N Leveled Reader

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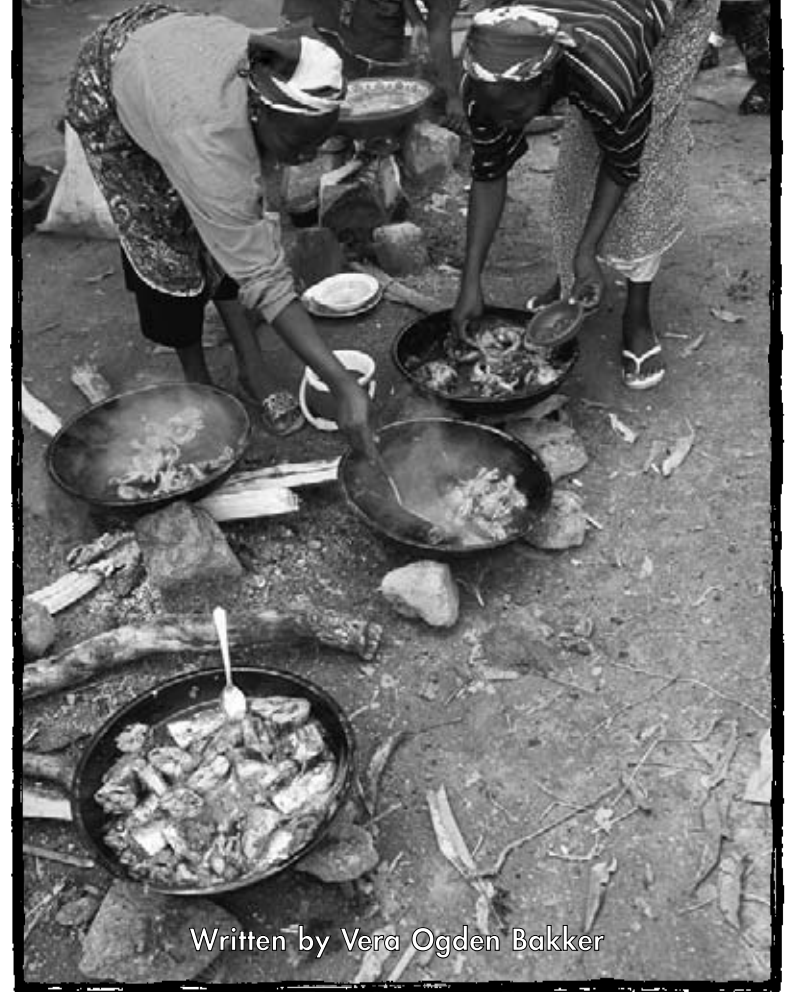


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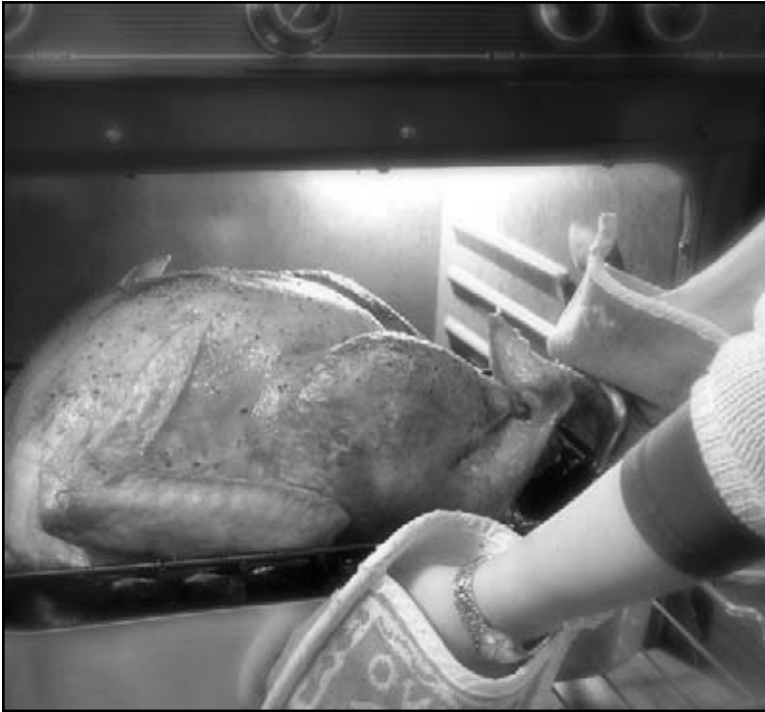
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A farmer gathers his corn crop.

Introduction

People around the world celebrate the harvest season, a time when the crops are ready to be gathered and eaten, or stored for the year ahead.

In the United States, people celebrate the harvest in November. This celebration is called Thanksgiving.

Evan's family goes to Grandma's house. They feast on food such as turkey and pumpkin pie. Family members tell what they are thankful for, and Grandpa tells the story of the First Thanksgiving. After dinner, Evan plays with his cousins.



A family eats Thanksgiving dinner.



Yams are gathered during the Yam festival in Papua New Guinea.

Yam Festival

People in West Africa and the South Pacific Islands celebrate the Yam Festival. In early August, Bem and Sade and their parents gather **yams** from a Nigerian field. It is the end of the rainy season there. Yams are the most common food in these regions and the first crop to be harvested in Nigeria.

The night before the festival begins, the children help throw out any yams left over from last year. They scrub all the pots, especially the wooden bowls in which cooked yams are mashed.



A Nigerian family cooks over an open fire.

The next morning they offer the freshly harvested yams to the gods and their **ancestors** in special ceremonies. This is the way they thank the spirits for a good crop. No one eats any new yams until this is done.



After the ceremonies, yams are divided among the villagers. Everyone cooks dishes made with yams and other vegetables. The festival lasts many days in Bem and Sade's village.



Before the harvest in the South Pacific, people dance to try to increase the yam crop.



A mother shows her sons a photograph of their ancestors.

Chusok

Like Bem and Sade, Shin honors her ancestors. The Harvest Moon Festival in Korea is called **Chusok**. Like the Yam Festival, it is celebrated in August.

Shin travels with her family to the village of her ancestors. When they arrive, Shin helps the women prepare food. The night before the festival begins, Shin's mother dresses in costume and joins other women in a circle dance.

The next morning everyone dresses in their best clothes. They visit the graves of their ancestors. Shin carries rice cakes stuffed with sesame seeds. She bows and places her offering on the grave. She says, "Good fortune, ancestor." Her father bows and asks if the ancestors are pleased with him. Her mother bows and tells the ancestors they are happy as a family.



An offering of food is placed at the grave of a family's ancestor.



A family celebrates with a meal at the grave of an ancestor.

Then there is a feast of fresh rice cakes, **persimmons**, mushrooms, and chestnuts. They give thanks for the harvest. Shin likes the stories Mother tells of her ancestors.

Later, Shin plays tug-of-war with friends. She laughs at the men who dress as **tortoises**. They dance around the village and sing for food and drink.

Sukkoth

In Israel, Abel and Ilana have a different way of celebrating the harvest and honoring their ancestors. The celebration is called **Sukkoth**, and it's held in September or October. Abel helps his father build a three-sided hut in their



Some families build huts on their balconies.

garden. They make the roof from corn stalks. They leave holes where they can see the sky.

The family will eat their meals in the hut for the next week. Abel hopes he can sleep in it at night. Ilana comes to help decorate the hut with squash and corn.



Enjoying a Sukkoth meal in a hut

Father explains why they build a hut. "It's to remember our ancestors. They built huts in the fields at harvest time. They slept there so they wouldn't have to walk so far each day." The hut reminds them of how far their ancestors had to walk on their journey to the promised land.

There are seven days of feasting and religious services. Abel and



A boy carries a lulav and etrog.

Ilana prepare lulavs by cutting a palm branch, two willow branches, and three myrtle branches. Then they tie them together. The family joins other families to walk to the **synagogue**.

They wave the lulav (loo-LAV) in their right hands and carry an **etrog** (es-ROG), a citrus fruit, in their left.



Conclusion

When people around the world leave their homes to find new ones, they often take their celebrations with them. Sometimes they find ways to mix old traditions with new ones.



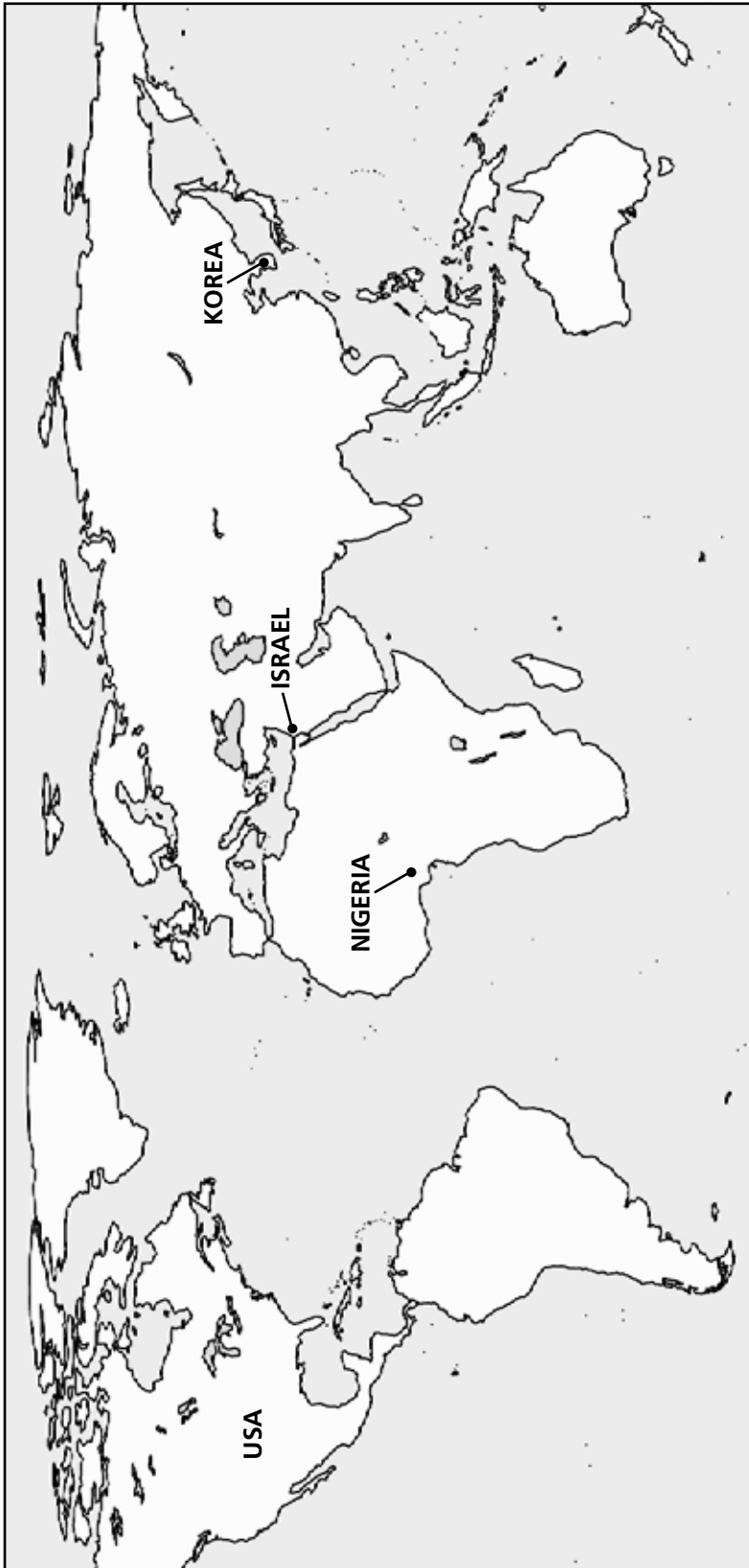
But no matter where they are, families give thanks for food and each other.

Glossary

ancestors	people who came before your generation (p. 8)
Chusok	Korean harvest festival (p. 9)
etrog	a large, lemon-like fruit (p. 14)
persimmons	orange-red tropical fruits (p. 11)
Sukkoth	Jewish harvest festival (p. 12)
synagogue	a Jewish place of worship (p. 14)
tortoises	land turtles (p. 11)
yams	root plants similar to sweet potatoes (p. 6)

Name _____

INSTRUCTIONS: Cut out the vocabulary words. Glue the name of the celebration and the foods eaten during the celebration next to the correct country.



Thanksgiving	rice cakes	etrog	Yam Festival	Sukkoth
Chusok	turkey	persimmons	pumpkin pie	yams

Name _____

INSTRUCTIONS: Write a main idea in the left-hand boxes. In the right-hand boxes, list up to three details that tell more about the main idea.

Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Read the rules below. Then write the plural form of the noun beside the singular form.

Singular nouns name a person, place, or thing.

Plural nouns name more than one person, place, or thing.

Add -s to most nouns: *parent-parents*.

Add -es to nouns ending in *s, z, x, ch, or sh*: *dish-dishes, branch-branches*.

Add -s if a noun ends in a vowel and *y*: *day-days*.

Add -es if a noun ends in a consonant and *y*, change the *y* to *i*: *sky-skies*.

Sometimes the spelling is changed: *child-children*.

crop _____

yam _____

cousin _____

ancestor _____

ceremony _____

vegetable _____

woman _____

persimmon _____

family _____

tortoise _____

lulav _____

etrog _____

tradition _____



The Force of Water

A Reading A-Z Level N Leveled Reader

Word Count: 543




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Introduction

Water, Earth's most important resource, is a mighty force. It covers most of Earth and is always at work changing Earth's surface. Plants, animals, and humans need water to survive. So, we have to take care of the water for the good of the earth.

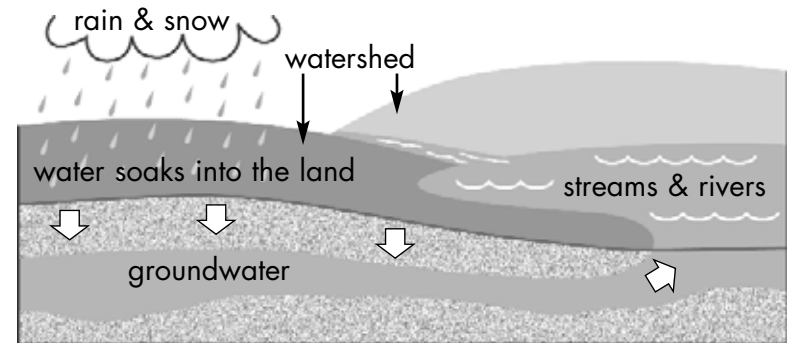
It is found above ground in lakes, ponds, rivers, streams, and oceans. Water is also found below ground, between rocks and sand. This water is called **groundwater**. The air also holds water as clouds and an invisible gas called **water vapor**.



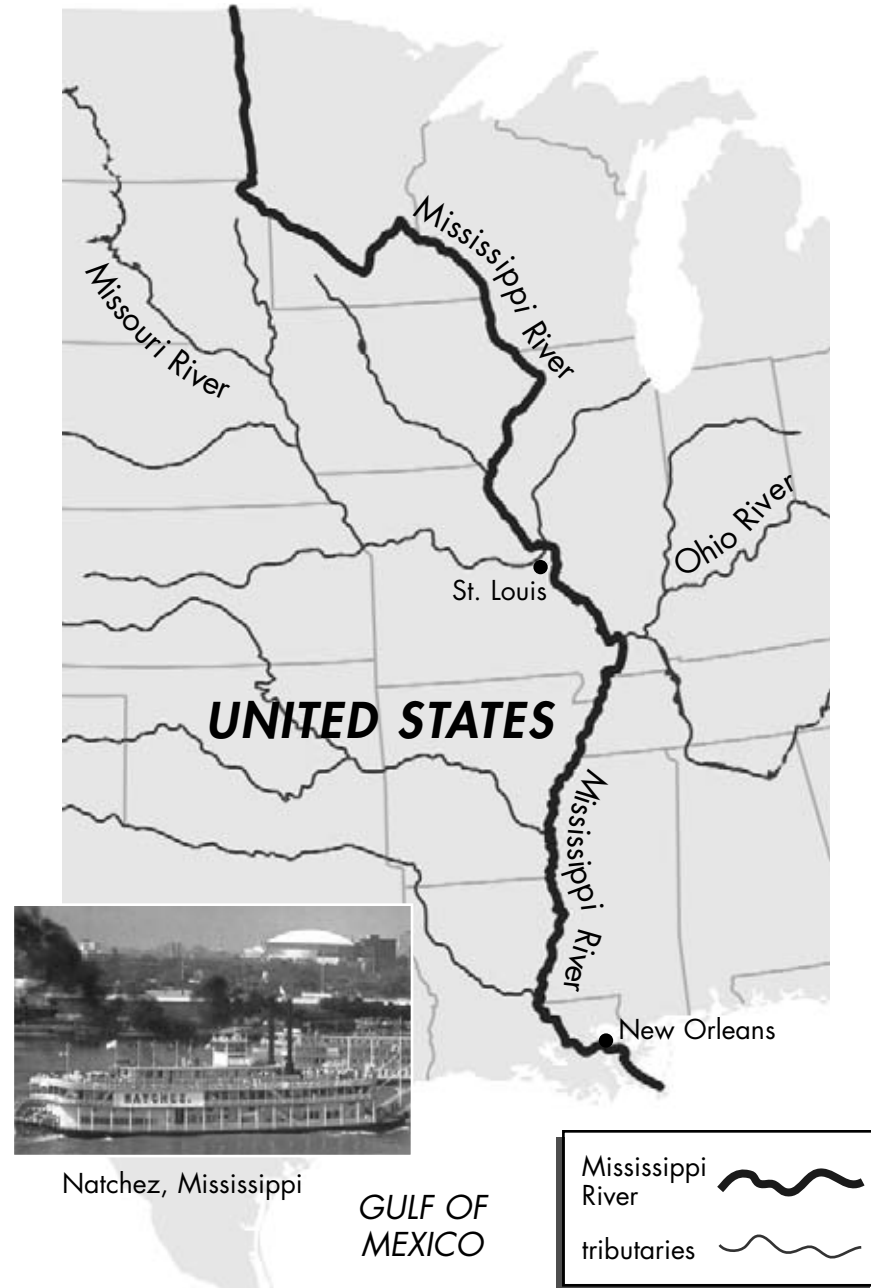
Here you can see water in different forms. Can you name them?

Water on the Move

Much of Earth's water is on the move. Water falls from clouds as rain and snow, and drains into streams and rivers. The land surrounding streams and rivers is called a **watershed**.



Streams flow into small rivers, and small rivers flow into bigger rivers. The smaller streams and rivers that flow into bigger rivers are called **tributaries**. Over time, much of the water that flows into streams and rivers reaches the oceans.



The Mississippi Watershed

How many smaller rivers flow into the larger Mississippi River?

Water as a Force

As water flows in rivers and streams, it picks up dirt, sand, and rocks. The dirt and sand carried by water are called **sediment**.

Sediment helps water carve away the land. The Grand Canyon is one of Earth's largest canyons. Over millions of years, it was carved by the fast-moving Colorado River. It shows how powerful water can be.



The Grand Canyon reaches a depth of more than a mile (1,600 m).



Sediment deposits form the Mississippi River Delta at the Gulf of Mexico.

When water slows down, the sediment settles to the bottom of the stream or river. Deposits of sediment form new land, called sandbars and **deltas**. Large deltas form where big rivers meet oceans.



Homes destroyed by flooding

Flooding

Sometimes massive amounts of rain and snow fall to Earth, causing streams and rivers to spill over their banks. The land around the streams and rivers floods when this happens. Flooding can cause lots of damage.

When the water recedes to the riverbed, the dirt carried by the floodwater is left on land. Over the years, this dirt forms a **floodplain**. The soil of a floodplain is rich in nutrients from the river. Crops grow well in floodplains, but can be ruined when water floods the area again.



Crop land on a floodplain

Water Is Important

Rivers and streams have many uses



besides carving land. People use rivers for swimming, boating, and fishing.

People also have used rivers for thousands of years to transport goods from place to place. Today large barges and ships move cargo over rivers.



Lumber companies move logs from forests to mills over rivers.



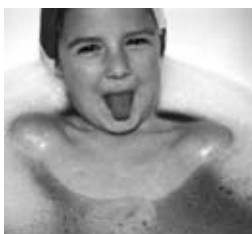
Dams built on rivers use the force of water to make electricity.

Factories use millions of gallons of water each year to make the things people use.



Farms use water to **irrigate** crops.

We use water in our homes to clean and cook. How else do you use water in your home?

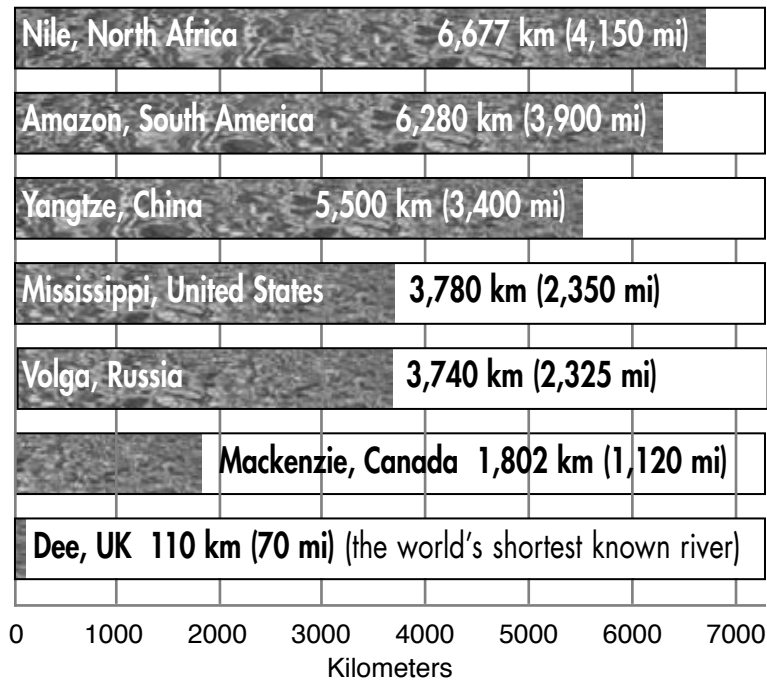


Streams and rivers are home to many living things. People and other animals depend on streams and rivers for drinking water. Some industries and large cities dump their waste into rivers, and these wastes **pollute** the water. Polluted water is harmful to humans, plants, and other animals that live in the water or use it to stay alive.



Water from factories often dumps into local waterways.

The World's Rivers



Conclusion

The force of water running in rivers and streams changes the shape of the land in many ways. Rivers and streams are important to humans, other animals, and plants. Rivers and streams will take care of us as long as we take care of them.

Glossary

deltas	areas of land made by sediment at the mouths of rivers (p. 9)
floodplain	low, flat land that floods when streams overflow (p. 11)
groundwater	water found under the ground (p. 5)
irrigate	to supply land with water (p. 13)
pollute	to make water harmful to animals, plants, and humans (p. 14)
sediment	rocks, dirt, and sand carried by water (p. 8)
tributaries	smaller rivers that flow into larger rivers (p. 6)
watershed	land around a stream that drains into the stream (p. 6)
water vapor	water in the form of an invisible gas (p. 5)

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Name _____

INSTRUCTIONS: In the first column, write what you already know about the topic. In the second column, write what you would like to learn. After you finish reading, fill in the third column with what you learned from the book.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: Write a different main idea in each box below, using the chapter titles to help you. Then to the right, list at least two details given in that chapter. You may use your book to help you find the best answers.

Main Idea Water as a Force: Water changes the Earth	Details 1. The dirt and sand carried by water is called sediment. 2. Sediment helps water carve away the land.
Main Idea	Details 1. 2.
Main Idea	Details 1. 2.
Main Idea	Details 1. 2.

Name _____

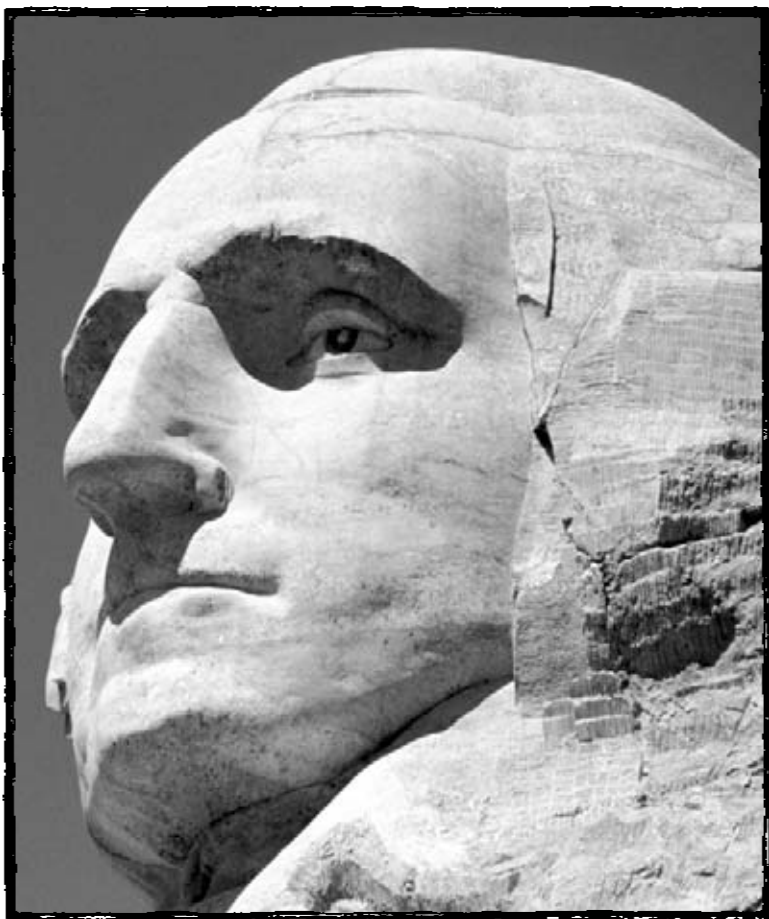
INSTRUCTIONS: Below are words from *The Force of Water*. Cut along the dotted lines to separate the boxes. Then move the boxes around on your desk to arrange the words in alphabetical order.

deltas	floodplains	groundwater
irrigate	pollute	sediment
tributaries	watershed	vapor
nutrients	rain	ocean

Mount Rushmore

A Reading A-Z Level N Leveled Reader

Word Count: 566

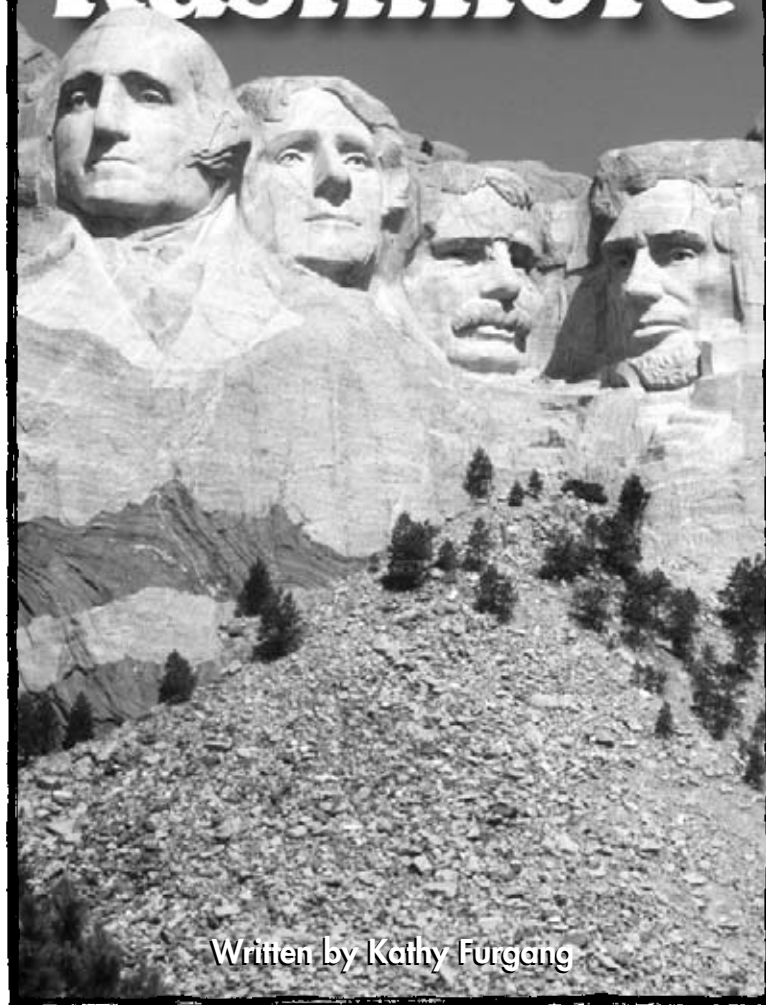


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Mount Rushmore



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Mount Rushmore



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Fountas & Pinnell	M
Reading Recovery	20
DRA	28

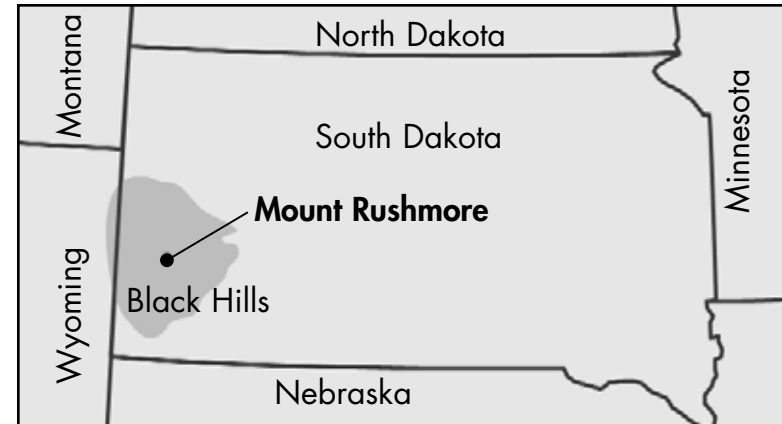
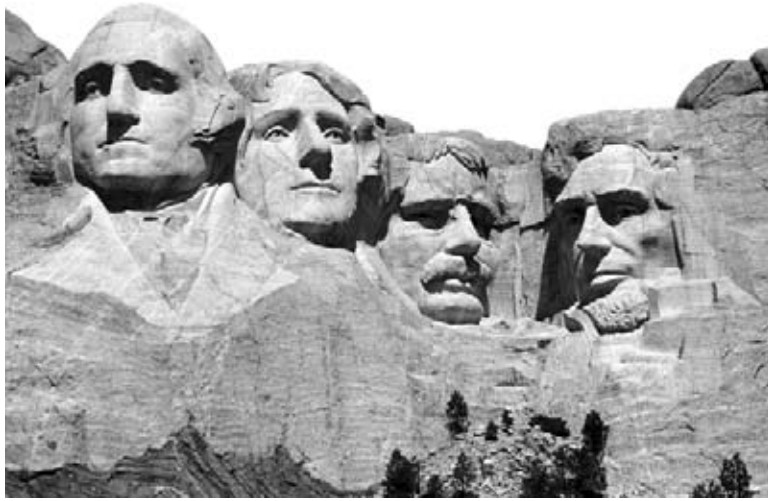


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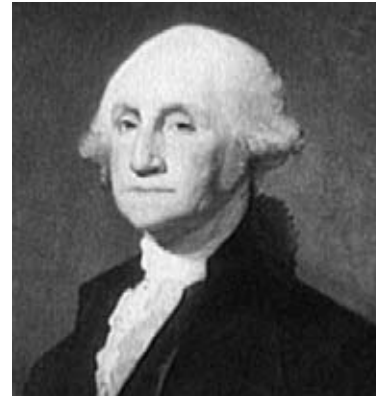
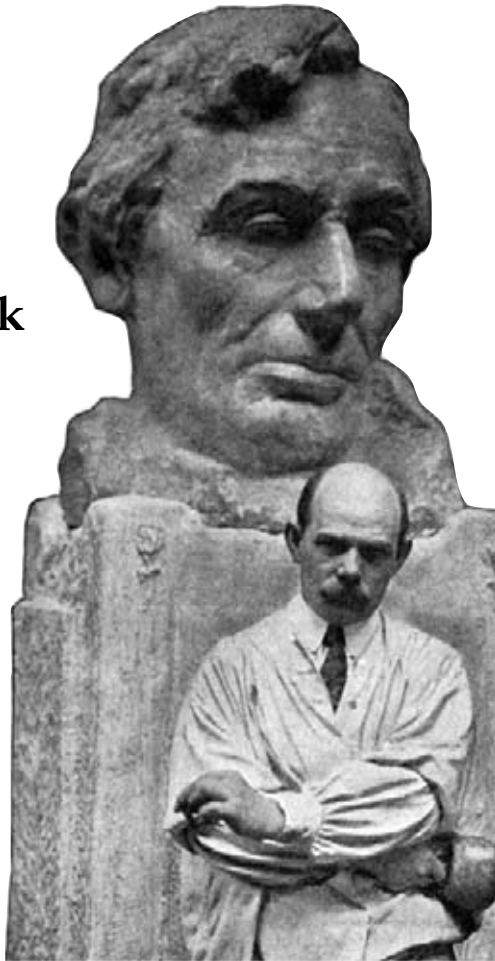
A Big Idea for America

In the early 1900s, the United States of America was growing fast. Many people were settling in the West, but many more had not yet visited the area.

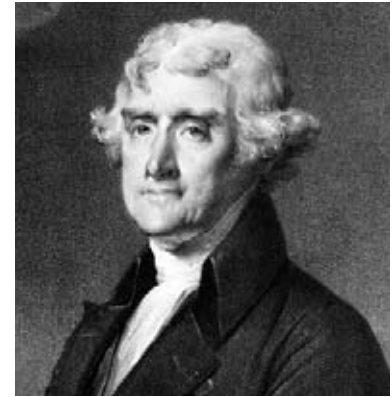
In 1924, a member of the South Dakota Historical Society had an idea. He thought a huge **memorial** carved from rock would bring visitors to the area. And he knew just the **sculptor** for the job.

He asked an artist named Gutzon Borglum to help. Borglum suggested a memorial that would show faces of American presidents. After a year of searching for the right place to carve a memorial, he found Mount Rushmore. It was in an area called the **Black Hills**. The area had a special kind of rock called **granite** that was good for carving.

Gutzon Borglum practiced by carving this Abraham Lincoln head before starting on Mount Rushmore.



George Washington



Thomas Jefferson

An American Message

Borglum thought about which presidents' faces should be carved into the rock. He wanted to show the strength of America through each person.

First, he chose George Washington because he was the first president. Second, he chose Thomas Jefferson because he purchased land from France that doubled the size of the United States.



Abraham Lincoln



Theodore Roosevelt

Third, he chose Abraham Lincoln because he led the country during the difficult **Civil War**.

Finally, he chose Theodore Roosevelt because he had the United States build an important waterway in Central America. This waterway, the **Panama Canal**, made travel faster between the Pacific and Atlantic Oceans. Roosevelt was also a special choice because he had a home in South Dakota.

Blasting Through Rock

Carving a work of art into rock is no easy job! First, Borglum made smaller models of each president. Then the models were carried up Mount Rushmore for workers to copy.

Dynamite was used to blast away rock. Finally, workers were lowered down the mountain on cables to drill shapes out of the rocks.



On August 10, 1927, work began on the Mount Rushmore memorial.



Changes to Jefferson's face were some of many changes made after carving began.

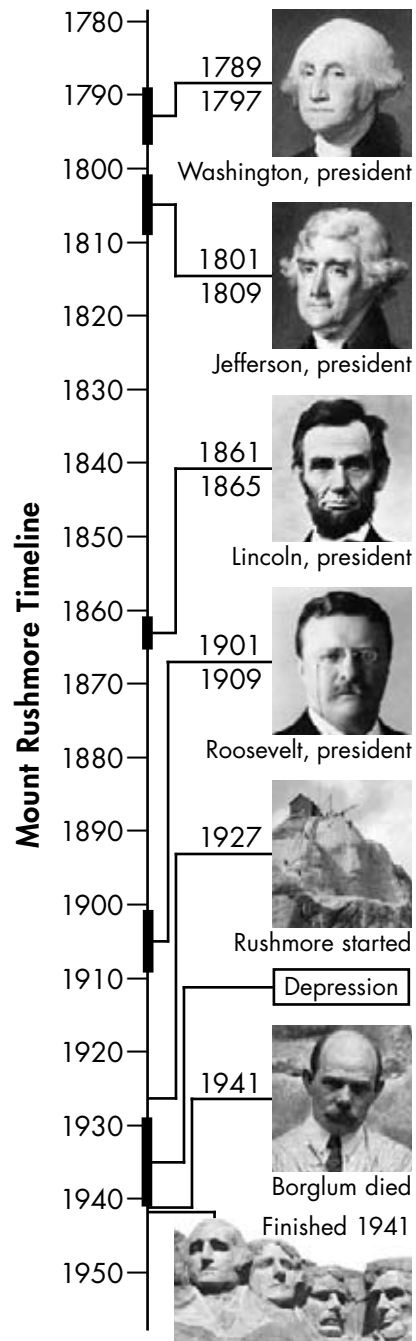
Workers had many problems. One day they blasted an area of rock for Thomas Jefferson's nose. The workers found a split in the rock. So the position of Jefferson's head had to be changed. The crack was patched and now falls across Jefferson's cheek instead of his nose, where it could break.

A Tough Job Pays Off

Other problems had to be overcome when carving Mount Rushmore. The United States had hard times during a period called the **Great Depression**. During this time, there was not much money for the memorial. Work had to stop many times, and then restart when more money was raised.



Some of Gutzon Borglum's crew

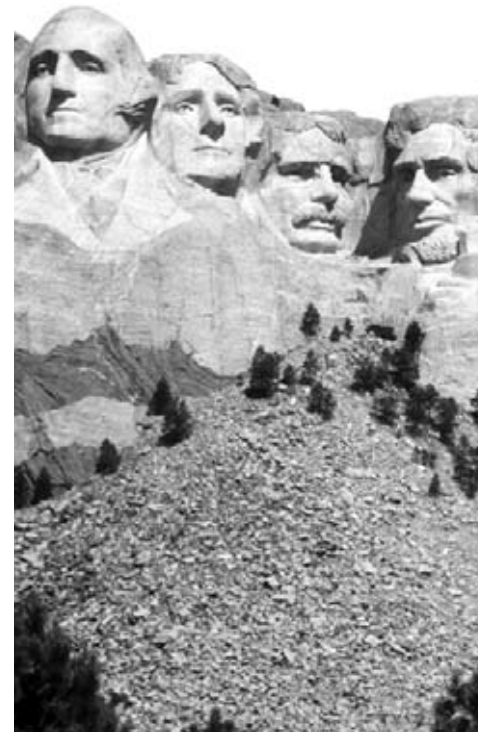


During the Depression when many Americans could not find work, the 400 crew members were happy to have jobs.

The Mount Rushmore memorial took 12 years to complete. Crews spent a few more years on finishing touches. Sadly, Borglum died before the final touches were finished.

Mount Rushmore Today

Mount Rushmore has changed over the years. Roads have been built to lead visitors to the memorial. A special theater also was built at the bottom of the mountain.



The pile of rocks at the bottom of Mount Rushmore was carved from the memorial.

More than two and a half million people visit Mount Rushmore every year. More than two million of them visit during the months of June, July, and August.

Crazy Horse Memorial



A model in front shows what the Crazy Horse memorial will look like when it's finished.

A short distance from the face of Mount Rushmore stands Thunderhead Mountain. In 1940, Chief Henry Standing Bear asked a sculptor to carve a Sioux memorial into the mountain. The sculptor chose to carve the great Sioux leader, Crazy Horse. This memorial represents the importance of Native Americans in U.S. history.

Looking Ahead

Each year the Mount Rushmore Memorial is cleaned and checked for cracks and damage. Rock



Cracks in the rock may fill with water and freeze over the winter. The ice then expands and breaks the rock.

wears away naturally over time, so the memorial must be fixed often. Repair crews use a special material to fill cracks and repair rock. Workers hang from cables the same way the **original** crews did in the 1930s.

Today, technology helps to **preserve** the memorial. Special computers find areas where the memorial needs to be fixed. This care will make sure the memorial is around for future **generations** to see.

Glossary

Black Hills	a mountain range in South Dakota and Wyoming (p. 5)
Civil War	war between the northern and southern United States from 1861 to 1865 (p. 7)
generations	groups of individuals born from people alive today (p. 15)
granite	a hard, light-colored rock used for monuments and buildings (p. 5)
Great Depression	an economic crisis starting in 1929, lasting through the 1930s (p. 10)
memorial	something which represents the memory of people, events, and places (p. 4)

original	the first (p. 14)
Panama Canal	shipping canal connecting the Atlantic and Pacific Oceans (p. 7)
preserve	to keep from ruin (p. 15)
sculptor	an artist who shapes wood or stone (p. 4)

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Name _____

INSTRUCTIONS: In the first column, write what you already know about Mount Rushmore. In the second column, write what you would like to learn. After you finish reading, fill in the third column with what you learned from the book.

What I Know	What I Want to Know	What I Learned

Name _____

INSTRUCTIONS: In the left-hand boxes, write three main ideas from the book *Mount Rushmore*. In the right-hand boxes, write at least two details that support each main idea.

Main Idea	Details 1. 2.
Main Idea	Details 1. 2.
Main Idea	Details 1. 2.

Name _____

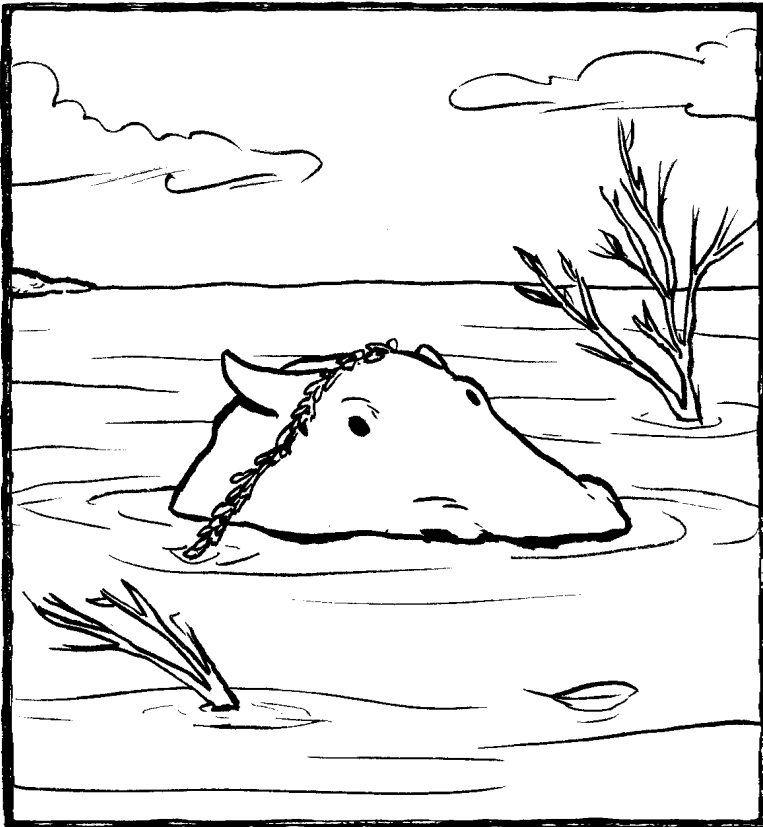
INSTRUCTIONS: Below are 15 content words taken from *Mount Rushmore*. Cut along the dotted lines to separate the boxes. Then move the boxes around on your desk to arrange the words in alphabetical order. If the box contains two words, such as in *South Dakota*, alphabetize by using the first word.

Black Hills	granite	Great Depression
preserve	sculptor	South Dakota
Washington	Lincoln	Jefferson
Roosevelt	Borglum	memorial
presidents	carving	United States

Owen and the Tortoise

A Reading A-Z Level N Leveled Reader

Word Count: 625

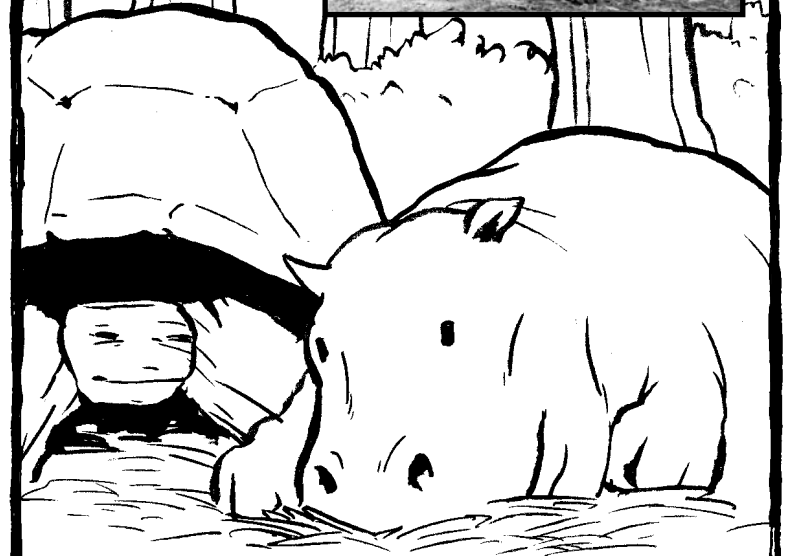


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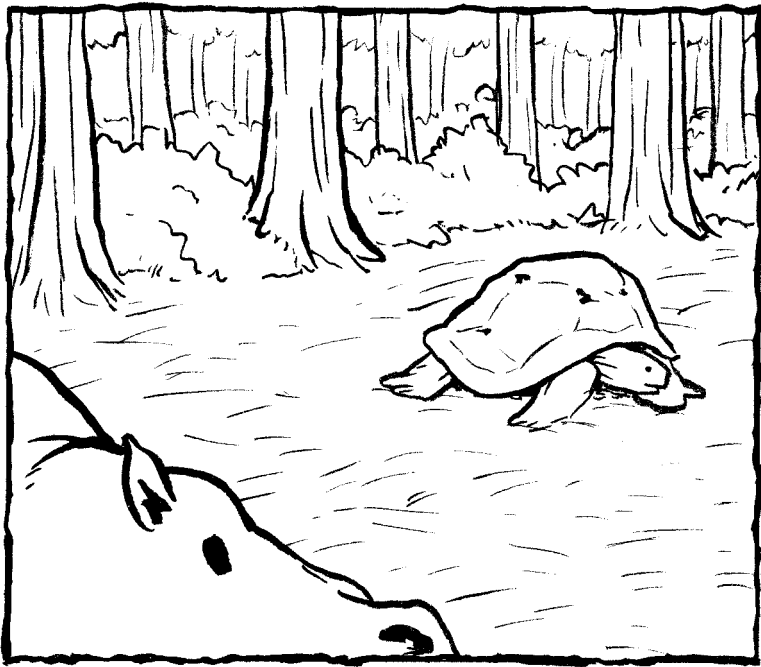
Owen and the Tortoise



Written by Katie Knight
Illustrated by Chris Baldwin

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Owen and the Tortoise



Written by Katie Knight
Illustrated by Chris Baldwin

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Note to readers: This fictional account is based on true events that happened to a one-year-old hippo in the country of Kenya as a result of the Indian Ocean tsunami of December 2004.

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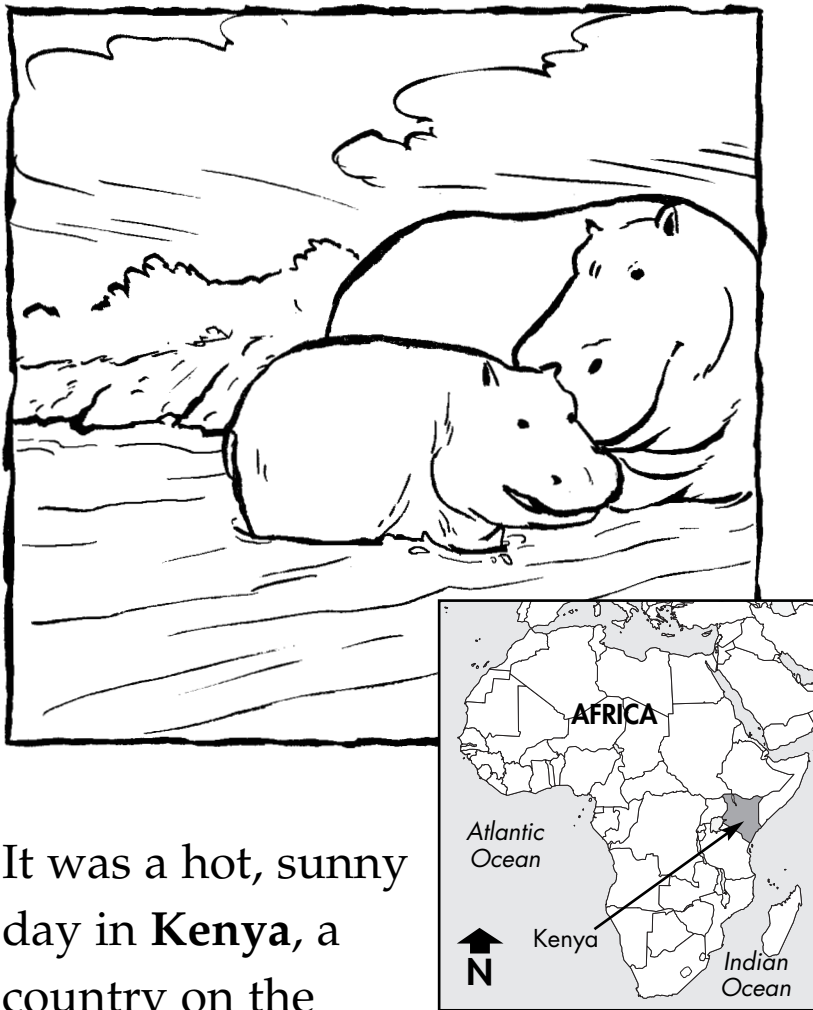
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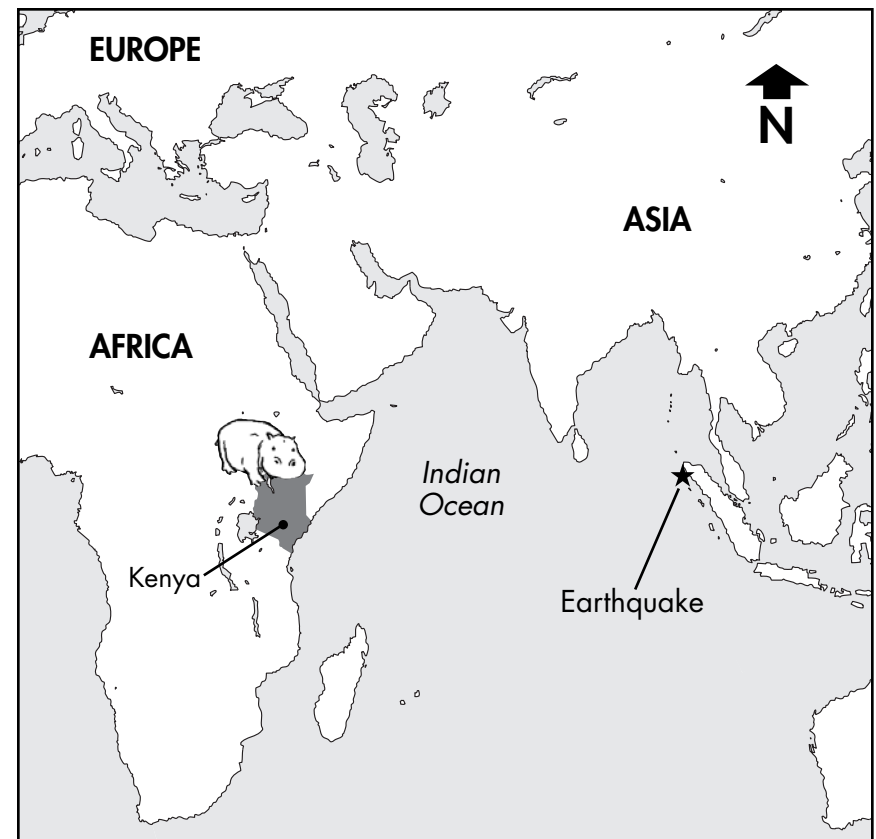
LEVEL N

Fountas & Pinnell	M
Reading Recovery	20
DRA	28



It was a hot, sunny day in **Kenya**, a country on the eastern coast of Africa. A young, one-year-old hippo named Owen followed his mother into the Sabaki River. The water felt good as it washed over Owen's warm skin.

Deep under the ocean, a long way from where Owen bathed, the earth began to shake. The shaking caused a giant wave, called a **tsunami**, to form. Hundreds of miles away, Owen was not aware of the giant wave.





As the tsunami silently made its way toward the Kenyan shore, **carefree** Owen was having fun bathing in the river. Ships at sea slowly rose and fell as the giant wave passed harmlessly beneath them, seeking shore.

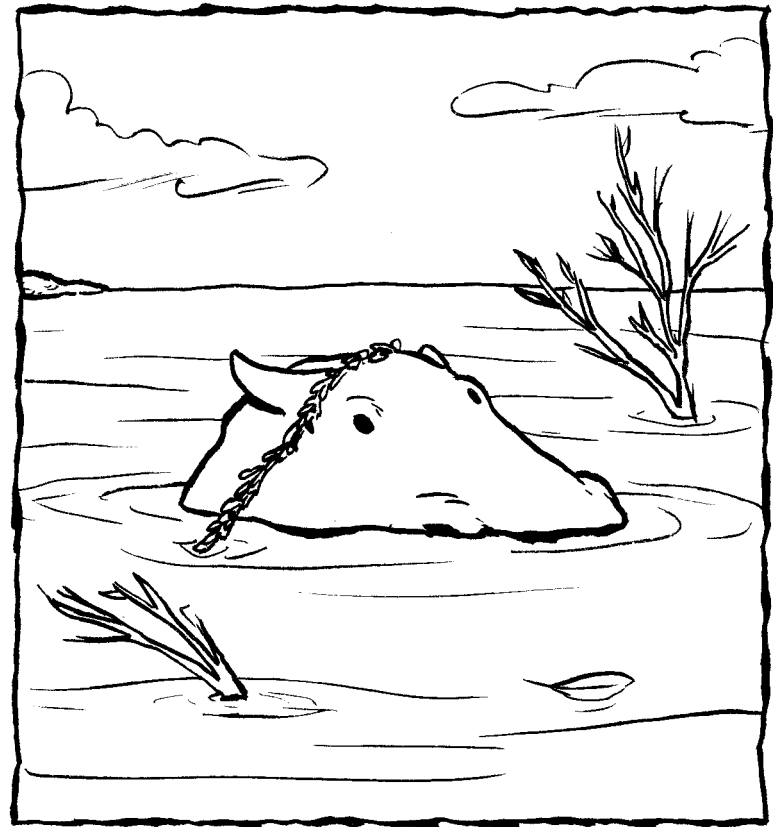
Finally, as the wave came near the Kenyan shore, something strange happened. Water near the shore was sucked into the ocean, creating a strong **current**. Rivers began to empty and flow back into the sea. It was as if someone had pulled a plug from the bottom of the ocean.

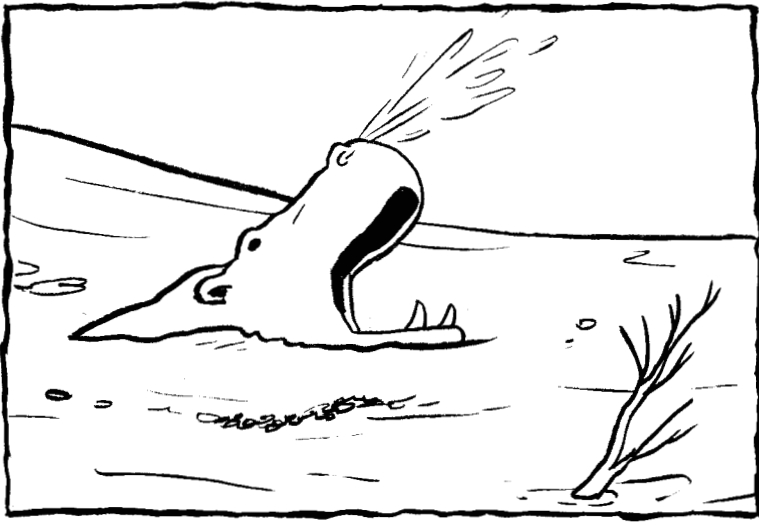




The water in the Sabaki River suddenly rushed out to sea. Owen, like all hippos, was a great swimmer. But the strong current was simply too **swift**. Owen felt himself being pulled away from his mother and going with the water out to sea. He was helpless, and there was little he could do.

Owen continued to struggle against the strong current, and he soon tired. He finally gave up. Soon he found himself **surrounded** by salty seawater. He had been pulled from the safety of the river into a strange and **vast** new place.





Owen spat and sputtered as he tried to stay **afloat**. The saltiness of the ocean burned his **nostrils**.

It seemed only a matter of time until Owen would slip beneath the water and drown. Then, as suddenly as he had been pulled into the ocean, he felt himself racing back toward land. The tsunami had a hold of him. The giant wave was taking him back toward shore.



As the wave neared shore, it seemed to grow bigger and bigger, swallowing up the little hippo. Then, as all waves nearing shore do, the wave began to **crest**. A white frothy top spilled over, and the tsunami poured forward onto the shore.

Owen, caught up in the huge breaking wave, was tossed about like a cork. As the wave broke, it threw Owen onto the shore with a **KAA-THUD!**

The little hippo tumbled and rolled, bumping into the **debris** the rushing water had brought along with him. Owen was pushed farther inland.

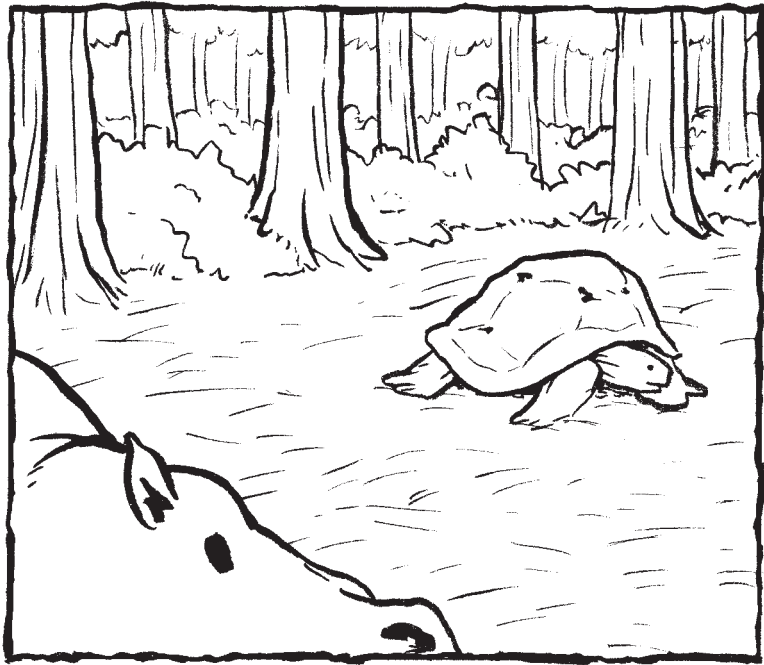
Finally the wave ran out of energy, and its water spread thinly over the land. Owen lay bruised and tired, far from the Sabaki River and his mother.



It was not long until a wildlife ranger, who was checking the damage the tsunami had caused, came across the little hippo. He was surprised to see a hippo so near the ocean's shore. He knew that hippos lived inland along the banks of rivers.

The ranger called for help, and Owen was transported to a wildlife park. Owen began to recover and gain strength, but Owen missed his mother.

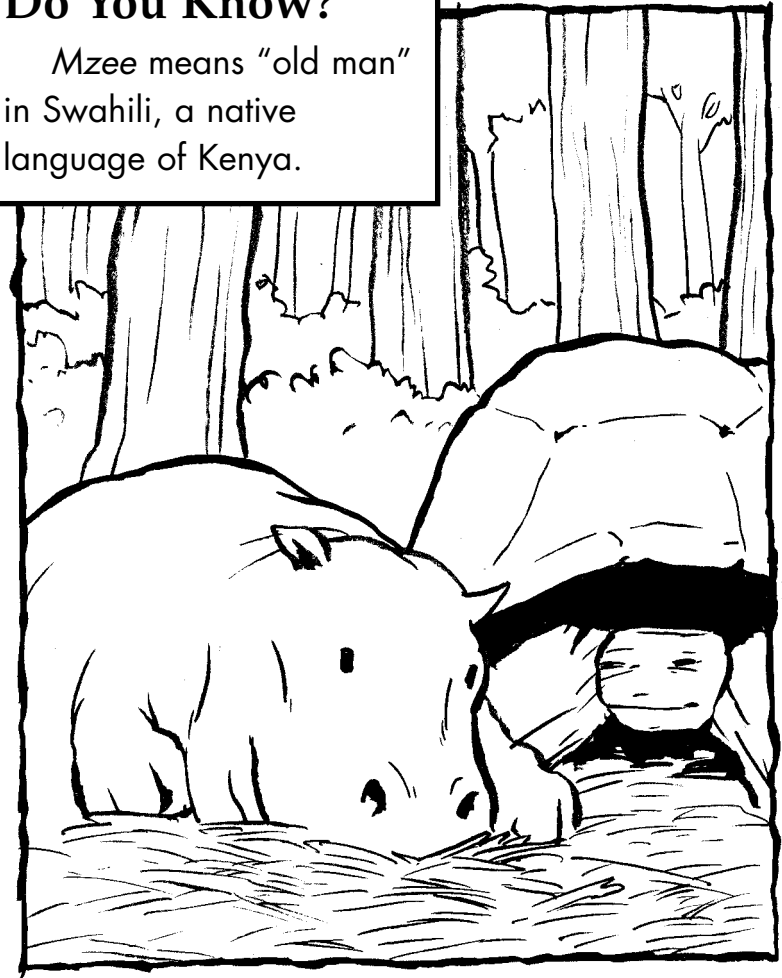
Owen spotted a large, gray 100-year-old tortoise named Mzee. The tortoise was similar in color to Owen's mother.



Owen was immediately drawn to Mzee. The old tortoise didn't seem to mind having Owen cuddle up to him or follow him around.

Do You Know?

Mzee means "old man" in Swahili, a native language of Kenya.





The real Owen, left, and Mzee live together in Kenya.

Owen and Mzee now eat, swim, and sleep together. Everywhere Mzee goes Owen is at his side. Owen even tries to protect Mzee when someone comes near. It is just what he would do if Mzee really were his mother.

Owen was very lucky to survive the tsunami. And he was luckier to find a new mom, even if it was an old tortoise.

Glossary

afloat	carried on the surface of water (p. 9)
carefree	free from worry or upset (p. 5)
crest	the top of something, such as a wave or hill (p. 10)
current	the swift moving water of a river or stream that flows in a certain direction (p. 6)
debris	pieces left after something is destroyed (p. 11)
Kenya	country on the east-central coast of Africa (p. 3)
nostrils	the holes of the nose through which animals breathe (p. 9)
surrounded	to be encircled, or to be enclosed on all sides (p. 8)
swift	moving at great speeds (p. 7)
tsunami	great wave caused by an earthquake, volcano, or landslide (p. 4)
vast	very great in size (p. 8)

Name _____

INSTRUCTIONS: Picture the story in your mind. Then read the sentence in each box and draw a picture to show what each sentence describes.

Owen lived with his mother before the tsunami.	A ranger found Owen by the ocean after the Tsunami.
---	--

Owen met Mzee and lived with him.
--

Name _____

INSTRUCTIONS: Choose a problem. Write the problem in the top box. Write three possible solutions in the boxes below it. Write at least one good point and one bad point about each solution. On the bottom, choose the best solution and then write what the result of that solution will be.

Problem:



Solution 1:

Good
Point

Bad
Point

Solution 2:

Good
Point

Bad
Point

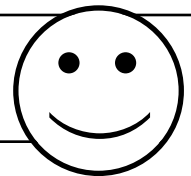
Solution 3:

Good
Point

Bad
Point

The Best Solution

The Result Will Be



Name _____

INSTRUCTIONS: Below are vocabulary words from *Owen and the Tortoise*. Cut along the dotted lines to separate the boxes. Then put the words in alphabetical order.

current	tsunami	Kenya
carefree	nostrils	hippopotamus
swift	debris	afloat
crest	Kenyan	surrounded

Colleen and the Leprechaun

A Reading A-Z Level N Leveled Reader

Word Count: 608




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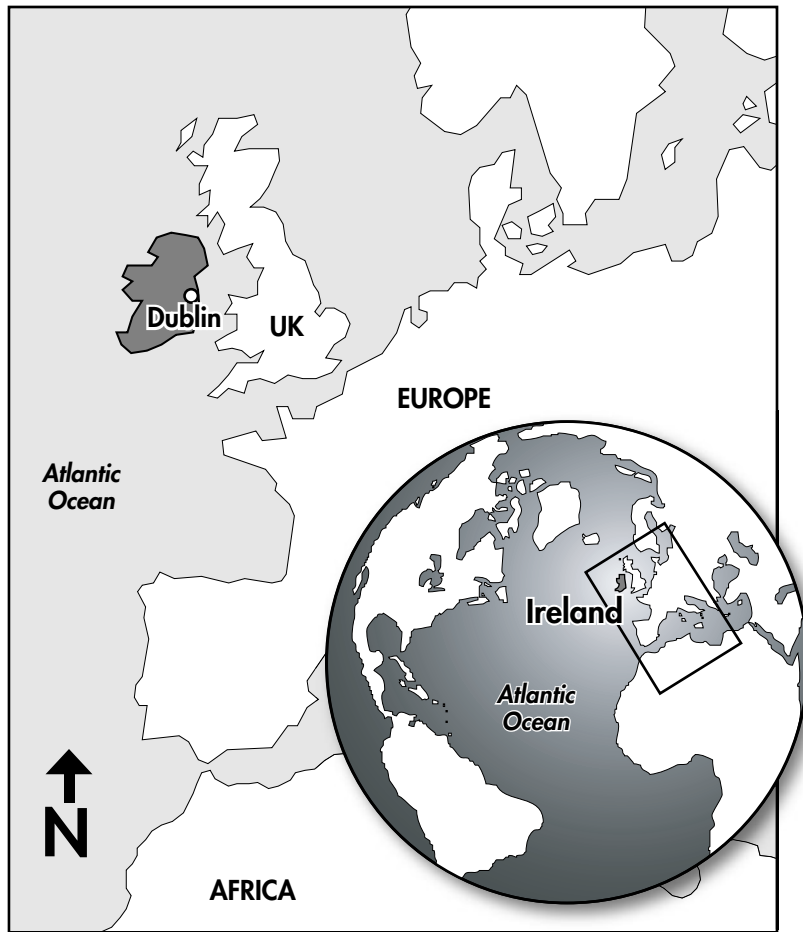
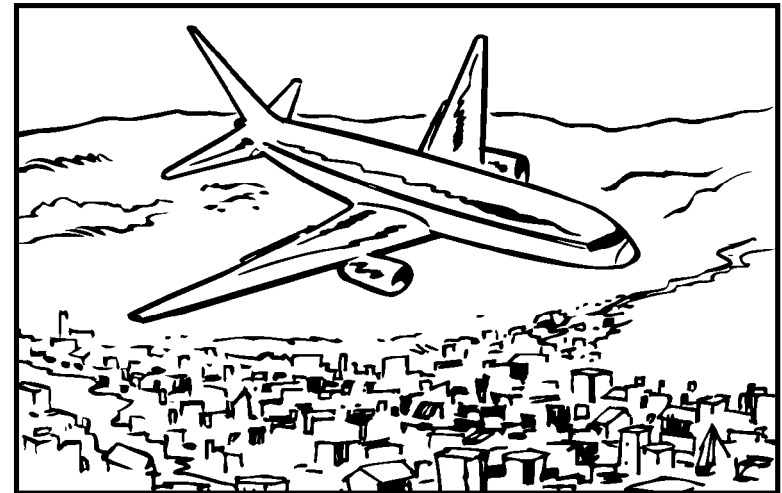


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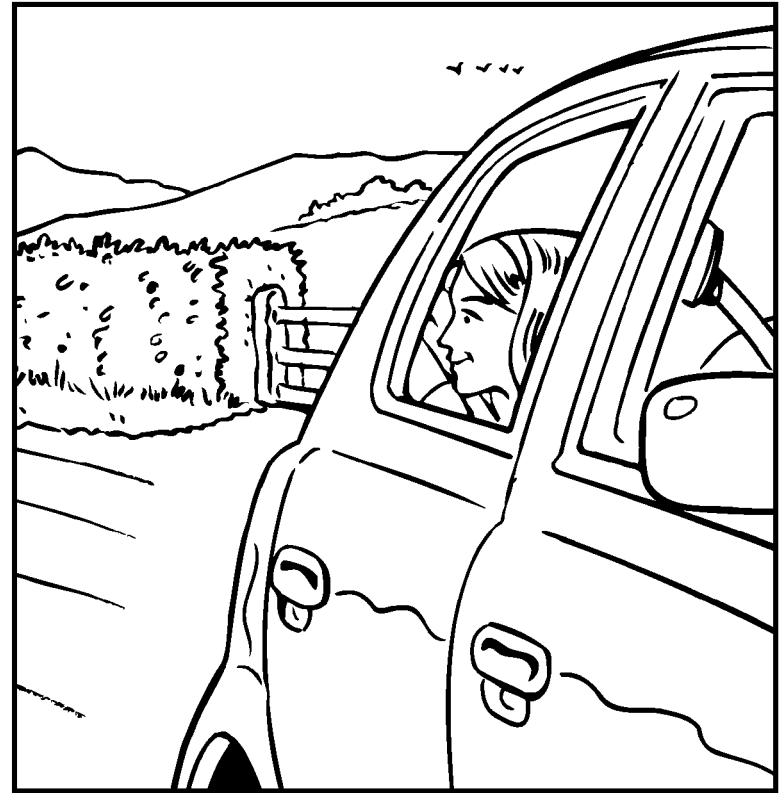


Colleen Goes to Ireland

Colleen was so excited! She had never been to Ireland before. She had never even been on an airplane. Now she was here, landing in Dublin, Ireland's capital city.

Colleen and her parents were visiting her grandparents. She had never met them in person. She had only talked to them on the phone and seen them in family pictures.

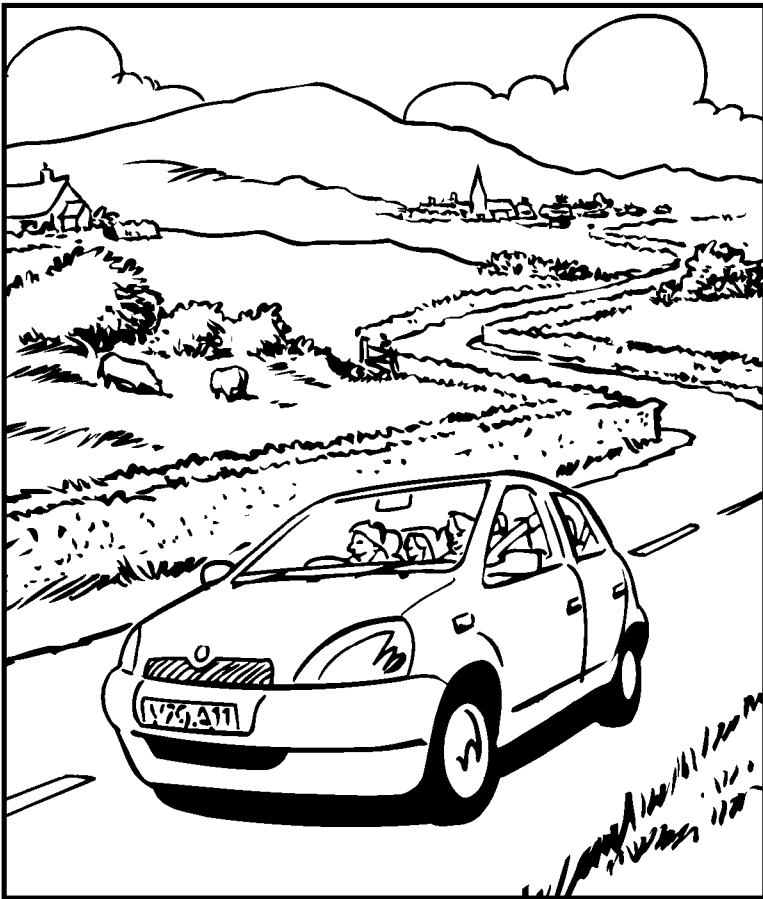
As Colleen walked out of the airport, two strangers grabbed her and started hugging her. After a few seconds, she realized they were her grandparents!



Colleen watched out the car window as the family drove by some fields. Her grandpa said **mysteriously**, "Colleen, be sure to keep an eye out for the little people."

"Little people?" questioned Colleen. "Who are the little people?"

“The little people are the fairies,” said Grandma as she drove. “Tales of the fairies go back to **Celtic** times in Ireland and Scotland. We have many **legends** and stories that tell about the fairies and their world.”

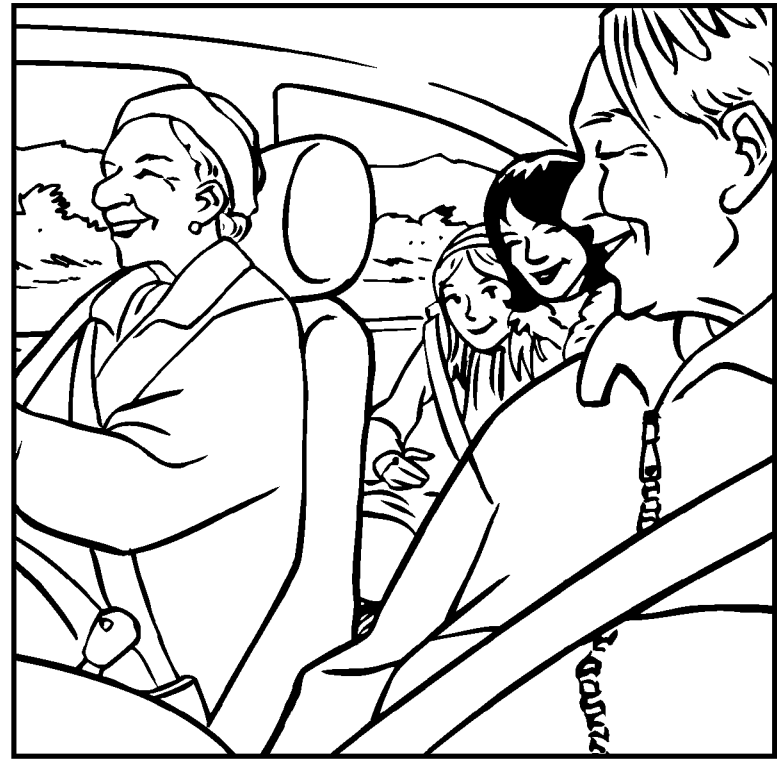


“Yes, we do,” said Grandpa.
“There are many kinds of fairies. A **leprechaun** is one kind. He looks like a small, old man. He is not friendly, lives alone, and spends most of his time making shoes.”

Colleen had heard about leprechauns before. "One of the great things about leprechauns," continued Grandma, "is that each one keeps a pot of gold."

"If you find a leprechaun, don't take your eyes off him," Grandpa warned.

"Legend says that if you keep your eyes on him the leprechaun will have to take you to his **treasure**," Grandma continued.



"A long, long time ago," Grandpa said, "a man named Jack Fox found out that leprechauns could be tricky fellows."

"Tell me about Jack Fox," said Colleen.

Grandpa began to tell the story:

Jack Fox and the Leprechaun

Jack Fox was walking along the road when he heard a sound in the hedgerow.

*He had a **suspicion** about what that noise might be and started to get very excited.*

He peeked over the hedge and saw that his suspicion was true! There was a little man wearing a leather apron and a pointed hat. He was using a tiny hammer the size of a pin to shape a tiny golden shoe. Jack knew at once that he had found a leprechaun.



Jack crept close to the leprechaun and said good morning to him. The leprechaun smiled, said hello, and offered Jack a drink of water.

“Just hand me that bottle,” the leprechaun said, hoping Jack would look away. But Jack just stared straight at the leprechaun and said, “No, thank you.”

They talked for a while. The leprechaun tried many ways to trick Jack into looking away, but Jack wasn’t fooled.

*Jack demanded that the leprechaun take him to a pot of gold. Finally, the leprechaun gave up trying to trick Jack and took him to a field of **dandelions**. He showed Jack the flower that the treasure was buried under, but Jack did not have a shovel.*

Jack used one of his socks to cover the dandelion and mark the spot. Then, Jack went home to get a shovel.



When Jack came back, every dandelion in the field had a sock on it. He never did find the sock that marked the buried pot of gold.

Jack carried the socks home and told his wife what happened. She said that at least he would not need new socks for a while. Then they both started laughing.

Colleen and her parents started laughing, too.

“Imagine a field full of socks!” exclaimed Colleen. “What a funny story.”

Colleen could see that she was going to like learning about Ireland from her grandparents. This would be a great visit!



Glossary

Celtic	the culture and language of ancient Irish, Scottish, and Welsh people (p. 7)
dandelions	a yellow-flowered plant with a white, fluffy seed head (p. 13)
hedgerow	a wall-like row of bushes or plants (p. 11)
legends	old stories that may not be true but continue to be told (p. 7)
leprechaun	a kind of fairy from Celtic legend (p. 8)
mysteriously	in a strange manner that causes wonder or curiosity (p. 6)
suspicion	a belief or idea about something (p. 11)
treasure	valuable objects like money and jewels (p. 9)

Name _____

INSTRUCTIONS: Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Record the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

Name _____

INSTRUCTIONS: Write the events from *Colleen and the Leprechaun* in the correct order in the boxes below. On the back, write the events from the legend of *Jack Fox* in the correct order.

First
Next
Next
Next
Next
Next
Next
Last

COLLEEN AND THE LEPRECHAUN • LEVEL N • 2

SKILL: SEQUENCE EVENTS

Name _____

INSTRUCTIONS: Insert quotation marks and the other missing punctuation in the correct places in each sentence. Then write a sentence using quotation marks.

1. We are going to visit your grandparents in Dublin said Mom
2. We are so happy to see you! said Grandma and Grandpa
3. Who are the little people? Colleen asked
4. Legends say that leprechauns are not friendly Grandpa explained
5. Why can't I take my eyes off of a leprechaun? asked Colleen
6. Wow, leprechauns have gold! exclaimed Colleen
7. Grandpa, tell us the story of Jack Fox pleaded the family
8. That was a very funny story said Dad
9. This is going to be a great visit! Colleen said happily

Name _____

INSTRUCTIONS: Read each sentence. Choose the correct homophone to complete each sentence and write it on the line. Then write a sentence using both words in the homophone pair.



there their

1. The students put _____ books in the desk.
2. _____ was a loud crash in the kitchen.
3. We drove _____ in less than two hours.
4. If I don't get home soon, _____ will be no one to walk the dog.
5. The children rode _____ bikes to the park.
6. They went _____ to swing.
7. _____ parents took them to the circus.
8. We went over to _____ house for dinner.
9. I saw that _____ was no more pie left.

Sparky's Mystery Fortune

A Reading A-Z Level N Leveled Reader

Word Count: 521




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LEVELED READER • N

Sparky's Mystery Fortune



Written by Jan Goldberg
Illustrated by David Cockcroft

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Sparky's Mystery Fortune



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Level N Leveled Reader
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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



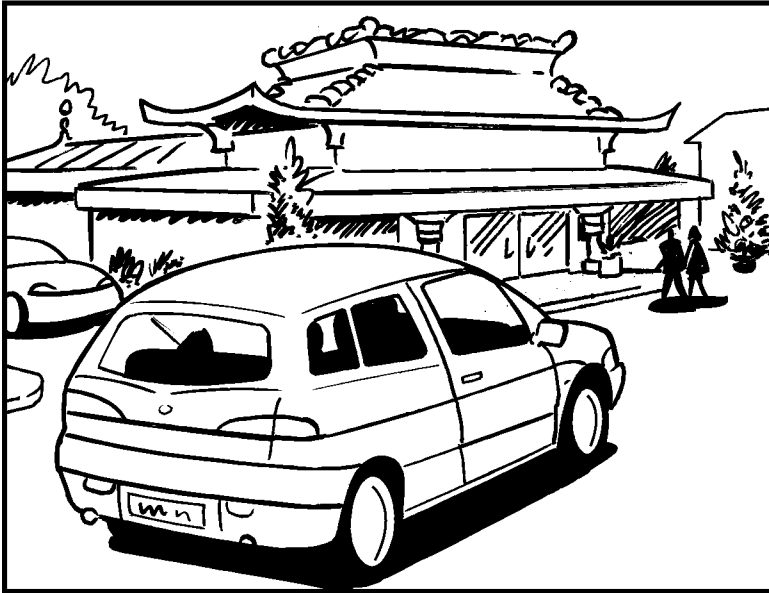
"Hurry up," said Dad. "Mom is going to wonder where we are. And it's her birthday. We should at least meet her at the **restaurant** on time."

"Okay, I'll be right there," said seven-year-old Emma.

"Me, too," said Jesse, her older brother. "Hey, Emma, lock the back gate so the puppy can't get out. We'll only be gone an hour or two. It's nice outside. He'll enjoy the fall air and sunshine."

"Okay," said Emma.





Every year for Mom's birthday, the Mason family headed for their favorite Chinese restaurant. It was called the Golden Pagoda. Emma loved the chow mein, and Jesse liked the chop suey. Mom and Dad always ordered egg foo young.

"Just in time," said Mom, as Dad and the children ran **breathlessly** into the restaurant.

In a jiffy, the family was seated, singing *Happy Birthday* to Mom. She opened her gifts, and everyone ordered their favorite dishes.



"Oh, that was delicious," said Emma. "I'm stuffed. But I always have room for a **fortune cookie**. Besides, it's fun to read the fortune."

Mom, the birthday girl, opened her cookie first. It read:

You will help solve a **mystery**.

"Well, how do they know that?" asked Mom, smiling.

Dad opened his cookie next. It read:

What looks like the right road may not be.

"I like to drive," said Dad, laughing.



Jesse opened his fortune cookie next.

You will lose something you care about.

"I hope it's not my skateboard," he said.

Then Emma opened up her cookie. The message inside said:

Trees keep secrets under their leaves.

"Trees don't have secrets," Emma laughed.



“Let’s get one for Sparky so we can find out his fortune,” said Jesse.

“Sure,” said Dad. “After all, he’s a member of our family now.”

Jesse asked for another fortune cookie when he asked for a leftover **container**. Jesse mixed the leftovers together while Emma opened Sparky’s cookie. It read:

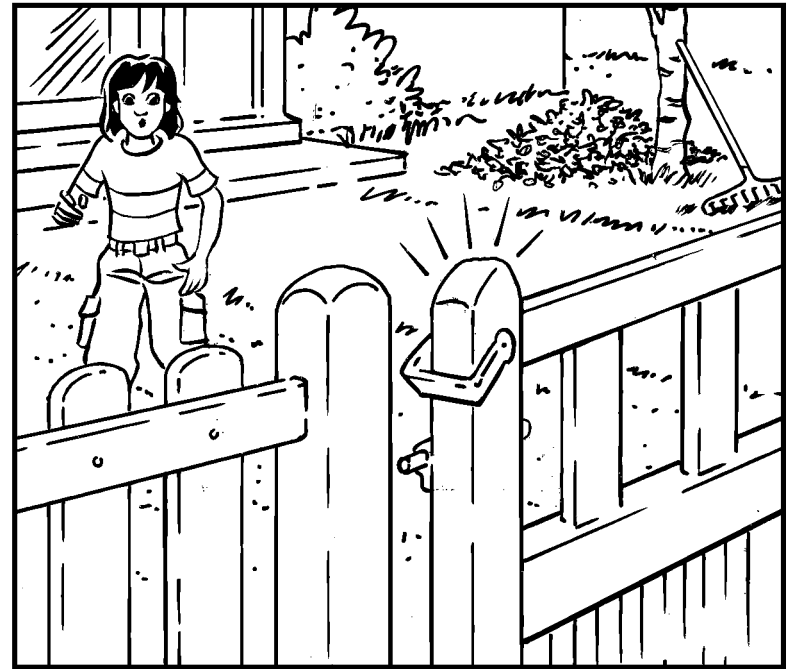
Those around you will be busy while you are at rest.

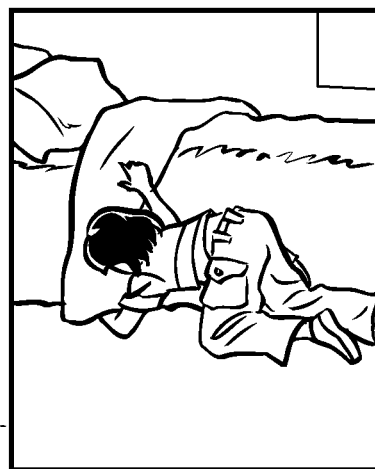
Huh? thought Emma. “I wonder what that means.” Emma stuffed all the fortunes in her pocket.



As soon as the family got home, they **discovered** Sparky was missing. Emma had a sick feeling in her stomach.

Emma knew it was her fault. She had forgotten to lock the back gate. The family began to search everywhere they thought the puppy might go.





Mom called all of the neighbors.
Dad drove around in the family car.
Jesse rode his skateboard to the
park. But, after an hour, they hadn't
found the puppy.

"Where is he?" said Emma, sadly.
Then Emma remembered the
fortunes in her pocket. She opened
the papers and read them again.
One fortune caught her attention:

Trees keep secrets under their
leaves.





“Wait a minute. I think I know where to find him!” Emma shouted. She ran around to the back of the house. Under a pile of leaves beneath the maple tree, Sparky was curled up, fast asleep.

“There you are,” said Emma, as she hugged the puppy. “I guess there *are* secrets under tree leaves. Well, it doesn’t really matter. Finding you is the very best fortune of all!”

Who Made the First Fortune Cookie?

We don’t know for sure who invented fortune cookies. Here are some **theories**, or guesses.

Theory 1: Some people think that fortune cookies are modern Chinese moon cakes. Centuries ago, moon cakes with messages inside were common in China.

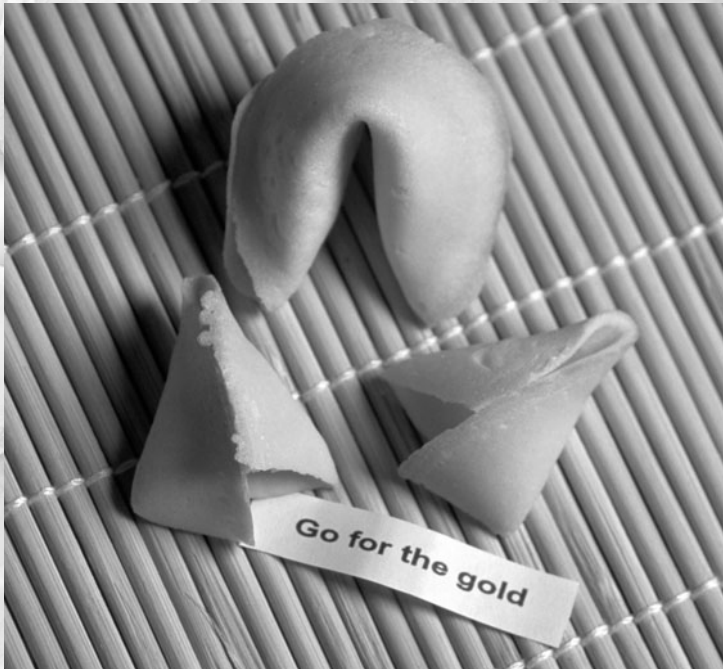


Theory 2: Makoto Hagiwara invented the cookie around 1910. Hagiwara founded Golden Gate Park’s Japanese Tea Garden in San Francisco, California. He handed out cookies as thank-you notes.



Theory 3: David Jung invented fortune cookies in Los Angeles in about 1920. Jung founded the Hong Kong Noodle Company. Many people say he handed the cookies out free to unemployed men.

However, we do know that today, fortune cookies are enjoyed all over the world.



Glossary

breathlessly (<i>adv.</i>)	in a way that makes breathing difficult (p. 5)
container (<i>n.</i>)	an object used to hold something inside it (p. 9)
discovered (<i>v.</i>)	to have found for the first time (p. 10)
fortune cookie (<i>n.</i>)	cookies made from a thin layer of dough that is folded and baked around a slip of paper with a fortune or other saying (p. 6)
mystery (<i>n.</i>)	a story or event that is secret or hidden (p. 7)
restaurant (<i>n.</i>)	a place where people can buy and eat a meal (p. 3)
theories (<i>n.</i>)	guesses or ideas (p. 14)

Name _____

Instructions: Write a prediction in the *Make* column. Revise the prediction in the *Revise* column as you read. Write a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

Name _____

Instructions: Write the events from *Sparky's Mystery Fortune* in the correct order in the boxes below.
Use the back of the worksheet if more space is needed.

First
Next
Next
Next
Next
Next
Next
Last

Name _____

Instructions: For numbers 1–8, write the two words that were joined together to create the contraction.
For numbers 9–14, write the contraction made from the pair of words. Then create sentences using each contraction in parentheses.

- | | | | | | |
|-------------|-------|-------|------------|-------|-------|
| 1. aren't | _____ | _____ | 5. he'd | _____ | _____ |
| 2. can't | _____ | _____ | 6. here's | _____ | _____ |
| 3. couldn't | _____ | _____ | 7. she'll | _____ | _____ |
| 4. don't | _____ | _____ | 8. they're | _____ | _____ |

- | | | | |
|--------------|-------|-------------|-------|
| 9. could not | _____ | 12. let ust | _____ |
| 10. he will | _____ | 13. that is | _____ |
| 11. I would | _____ | 14. who is | _____ |

15. (didn't)

16. (you've)

Name _____

Instructions: *Multiple-meaning words* are words that sound and are spelled alike, but have different meanings. Read each word. Then write two sentences, each using a different meaning of the word.

Word	Sentence
back	1. _____ _____ 2. _____ _____
chip	1. _____ _____ 2. _____ _____
duck	1. _____ _____ 2. _____ _____
leaves	1. _____ _____ 2. _____ _____
play	1. _____ _____ 2. _____ _____

The Fishing Derby

A Reading A-Z Level N Leveled Reader

Word Count: 590



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LEVELED READER • N

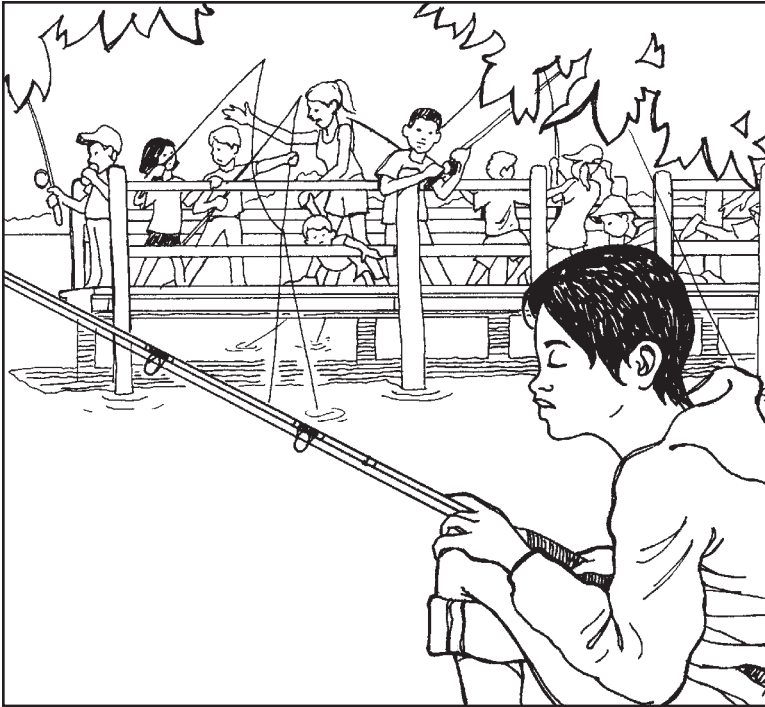
The Fishing Derby



Written by Dolores Kleinholz
Illustrated by John Kastner

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The Fishing Derby



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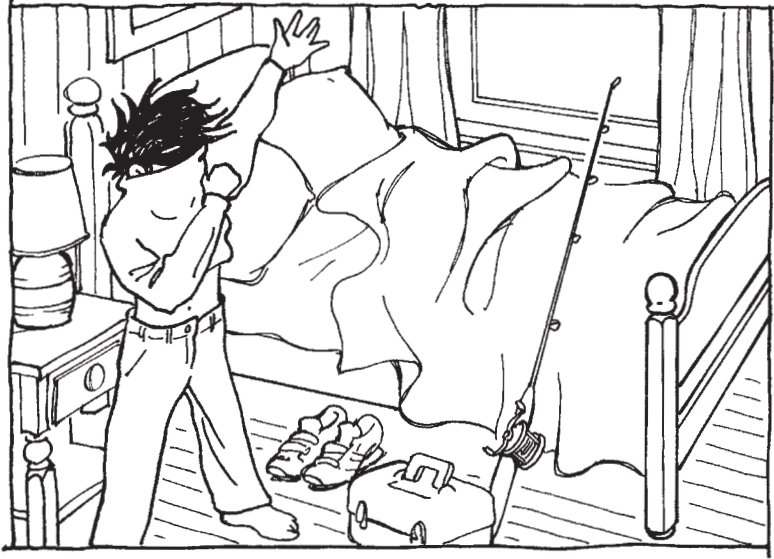
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Correlation

LEVEL N

Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Luis leaped out of bed and yanked on his clothes. He had been impatient for this day all year—today was the Deer Lake Fishing Derby! Last year, other kids had caught fish and received prizes, but not Luis. Not one fish had nibbled on his line, and he had gone home disappointed.

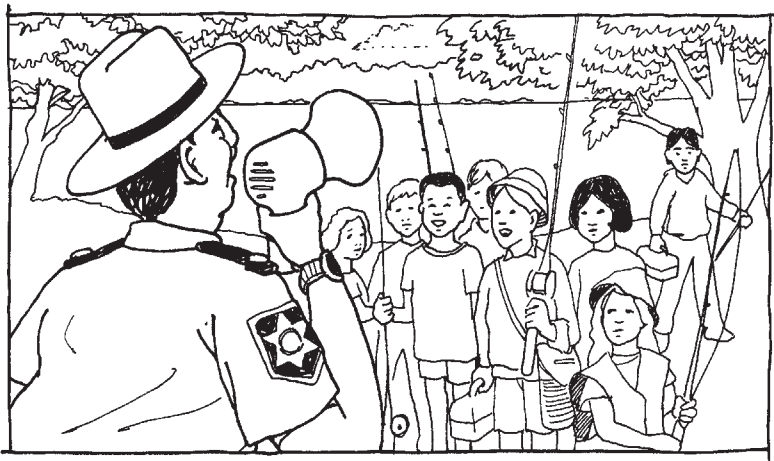
But this year Luis was determined to win, and he had a secret plan—a plan that was so super-secret, he hadn't told a single soul, not even his dad.



"Hurry up, Luis!" Dad hollered. "We don't want to be late!" Dad perched a tall, white chef's hat on his head, his red apron flapping like a superhero's cape as he hurried to the car. Every year, Dad cooked hot dogs and hamburgers at the derby picnic.

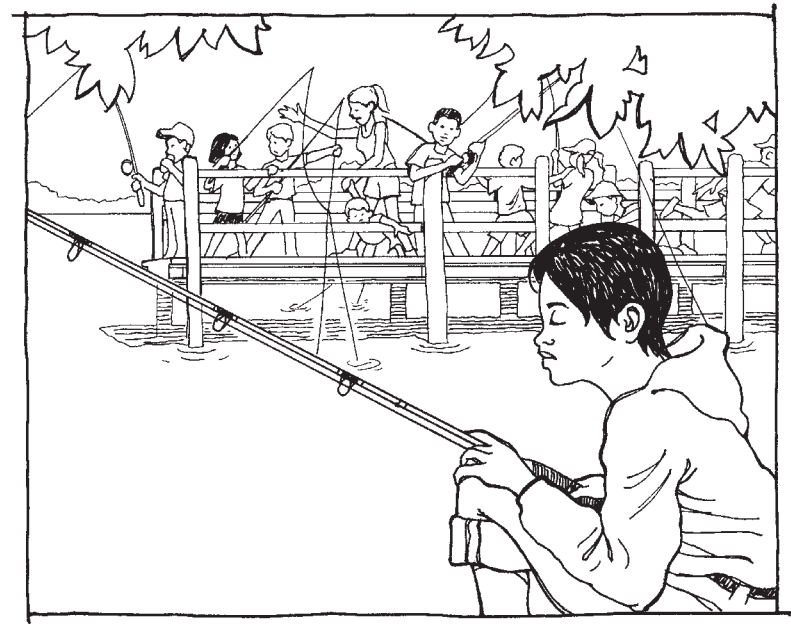
At Deer Lake, it was a superb day for the fishing derby. There were so many kids, big and small, ready to fish. Would Luis's totally secret plan help him win a prize?

Police Chief Dugan was the announcer and would measure all the fish that the kids landed. "Third prize is for the smallest fish," Chief Dugan announced over a bullhorn. "Second prize is for the first fish caught, and the grand prize is for the biggest fish caught today. Good luck, kids, and no running with your fishing poles. Ready, set . . . GO!"



The Deer Lake Derby had begun! All the kids, except Luis, scrambled to the lake and began to fish. Luis walked along the water's edge, away from the noisy crowd, until he found a secluded spot where he could fish alone.

He put a fat worm on his hook, tossed it into the water, and waited. Most of the kids had crowded onto the fishing pier, their fishing lines crisscrossing and getting tangled in the water.





"Look, I caught a fish already," Miyuki yelled. "The grand prize is mine!" She jumped up and down with excitement as Chief Dugan measured the fish and then quickly released it. "It's an impressive fish, Miyuki," he said with a grin, "but remember, the derby isn't over yet."

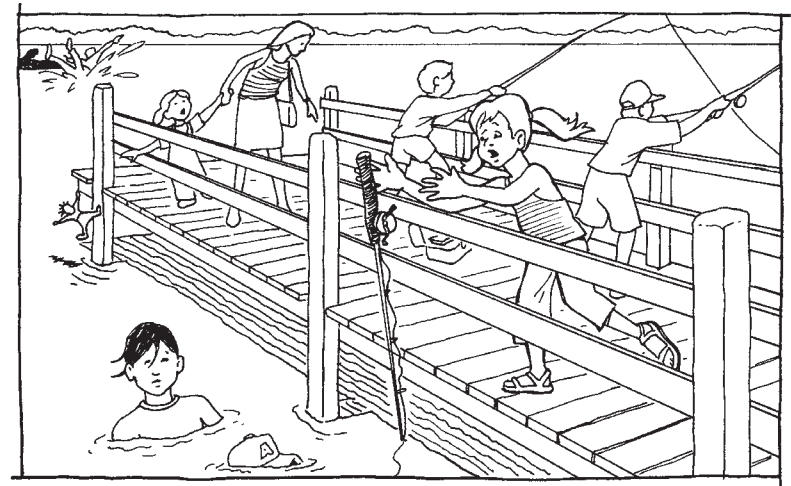
Fishing far from the others, Luis stood quietly. SPLISH, SPLASH! What was going on? Curious, Luis looked over toward the other kids.

SPLASH! Carlos had slipped and fallen into the water.

SPLASH! Amelia had dropped her fishing pole.

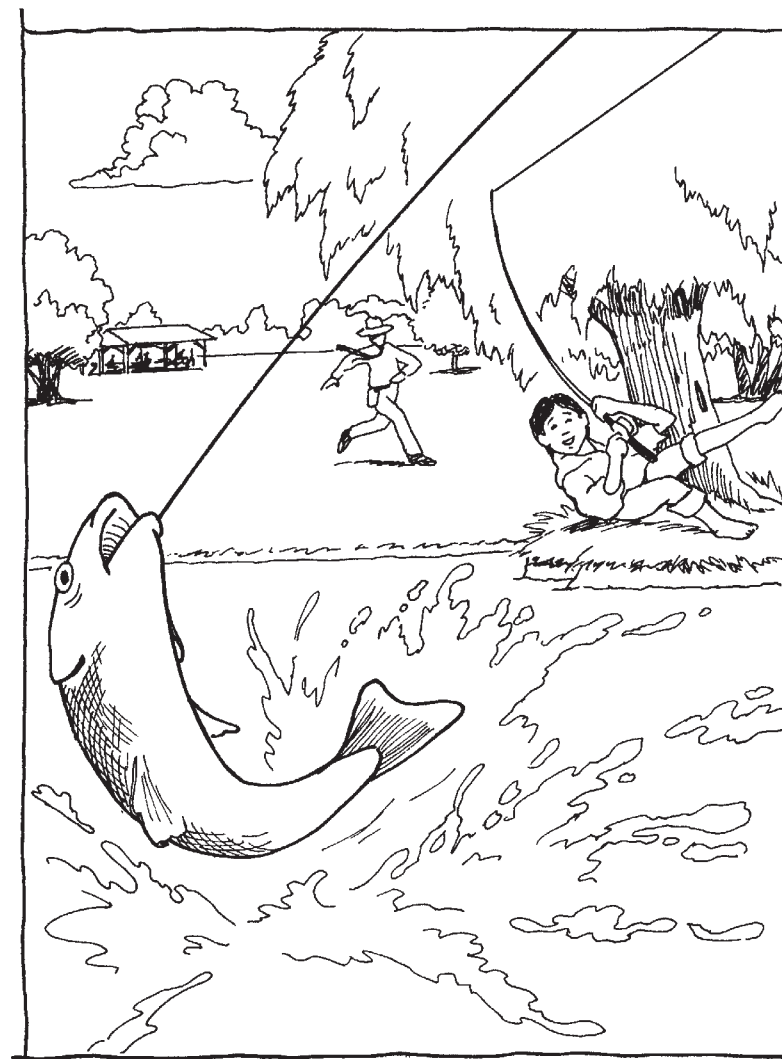
SPLASH! A crying toddler had thrown her doll into the water.

SPLASH! Keenan had fallen off the log he had been perched on.



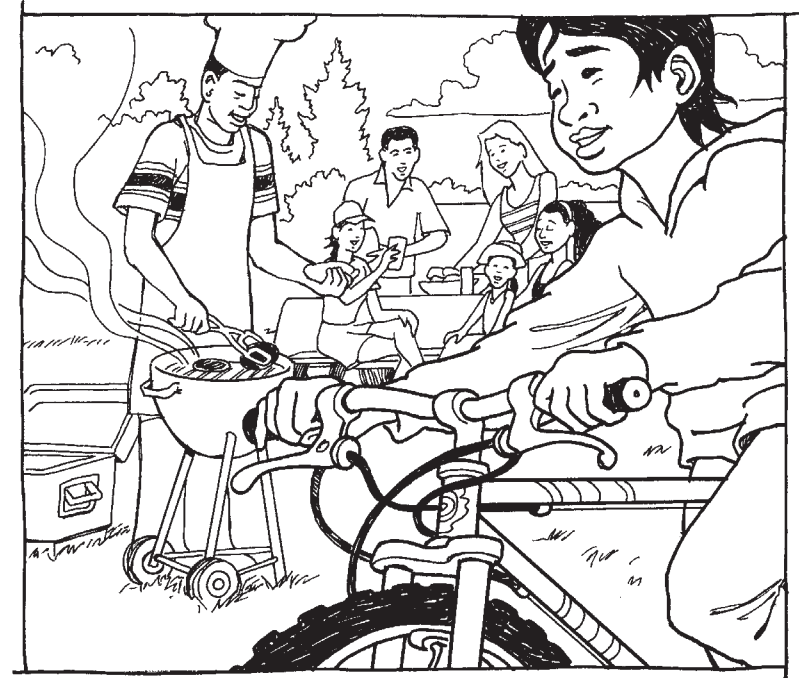
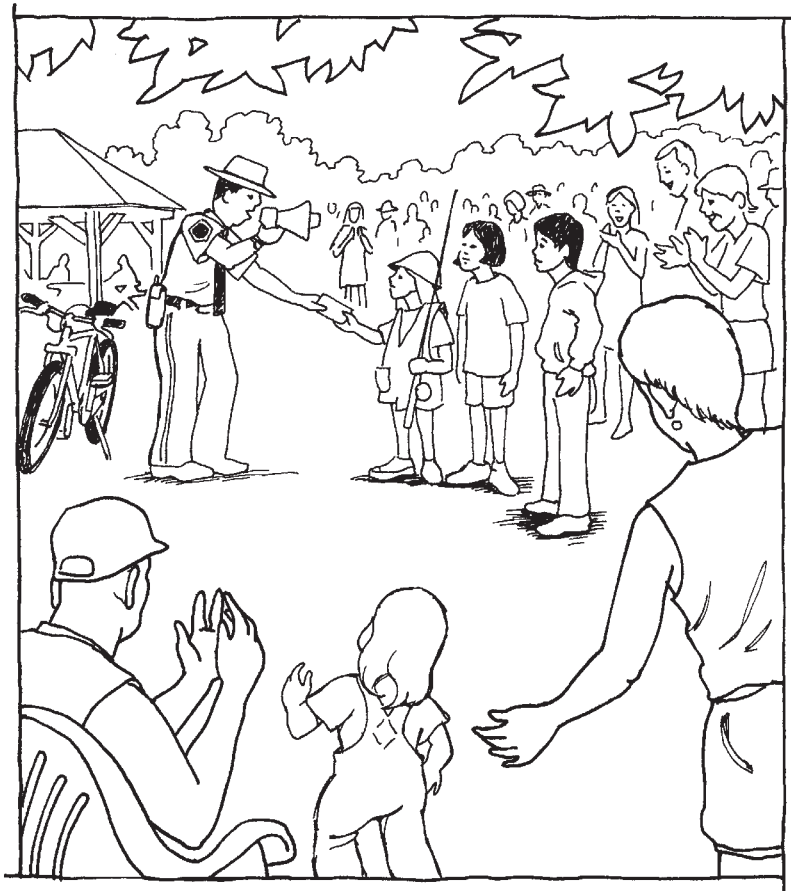


Luis ignored the uproar and focused his attention on his fishing pole. No fish yet. Luis waited quietly and patiently for a long time. Still no fish. What if his unbelievably secret plan didn't work?



Tug, tug, tug! A huge fish bit and tugged at the worm on Luis's fishing line. Very carefully, Luis reeled in the most enormous fish he'd ever seen.

Chief Dugan raced over and measured the sleek silver fish, and then slipped it back into the water. Over the bullhorn, he declared the Deer Lake Fishing Derby over and announced the lucky winners. For catching the biggest fish of the day, Luis won the grand prize . . . a new bike!



Dad was so happy. "What was your plan, Luis?" he said, flipping hamburgers on the hot grill. "Did you use a lucky worm or your special fishing lure?"

Luis grinned and climbed on his shiny new bike. "I waited for the noisy kids to frighten all the fish over to me," he said. "And they sure did. My super-secret plan worked great!"

Name _____



Instructions: Write a prediction in the *Make* column. Revise the prediction as you read in the *Revise* column, and write a check mark in the *Confirm* column if you can confirm your prediction after reading. Record the events that actually happened in the *Actual* column.

Make	Revise	Confirm	Actual

THE FISHING DERBY • LEVEL N • 1

SKILL: PREDICTION

Name _____



Instructions: Use your book to identify traits that describe Luis and write these in the left column. Find examples, phrases, or keywords that support these traits and write these in the right column. Then write a descriptive paragraph about Luis on the back of this worksheet.

Traits	Clues

Name _____

Instructions: Read each sentence below. Then rewrite each sentence using quotation marks in the correct places.

1. Today is the day of the derby! exclaimed Luis.

2. My plan is a secret, so I can't tell you, said Luis.

3. These are the prizes for the winners of the derby, Chief Dugan announced.

4. My line is tangled! one of the children whimpered.

5. Everyone is falling into the water! screamed one of the children.

6. I don't think my plan is working, sighed Luis.

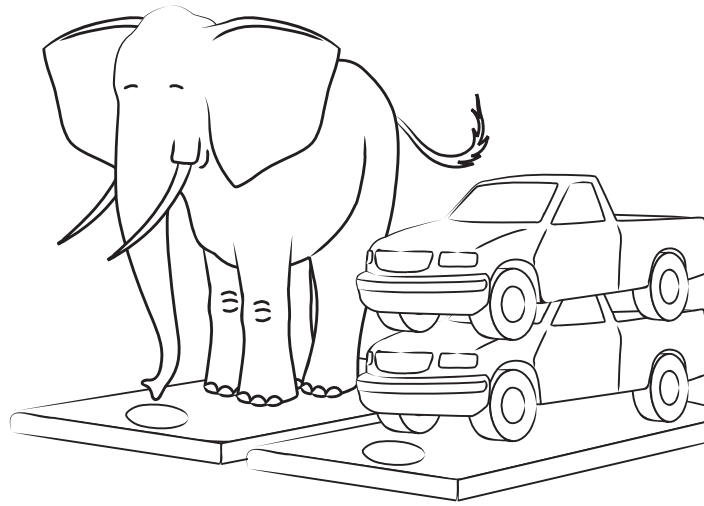
Name _____

Instructions: Use the dictionary to identify the definition of each word in the homophone pair. Write the definition on the line under the heading *Definition*. Then use the definitions to write one sentence that includes both words in the homophone pair. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to make them work in the sentence.

Word	Definition	Sentence
wood		
would		
not		
knot		
where		
wear		
write		
right		

LEVELED READER • N

Extreme Animals



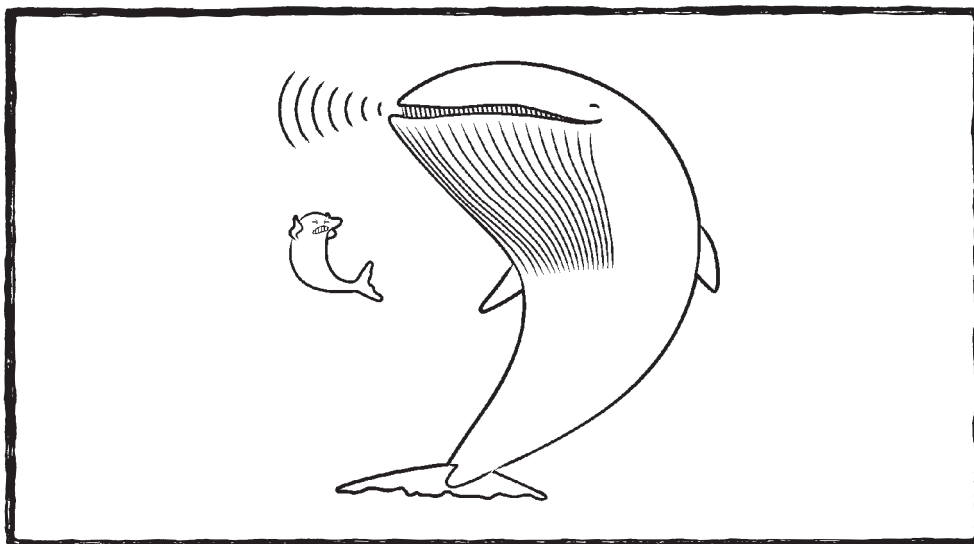
Written by Kathie Lester • Illustrated by Signe Nordin

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**Multi
level
K N Q**

Extreme Animals

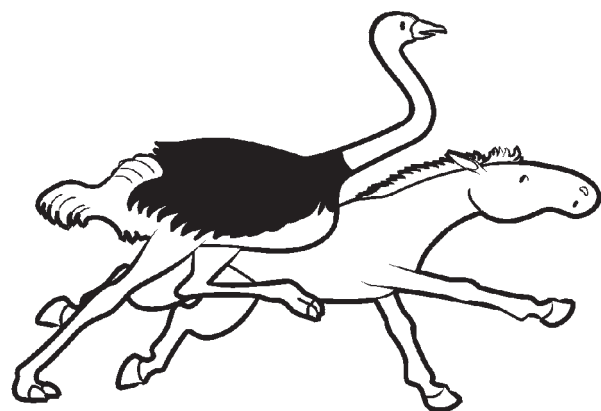
A Reading A-Z Level N Leveled Reader • Word Count: 728




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Extreme Animals



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Illustrated by Signe Nordin

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28	DRA
20	Reading Recovery
M	Fountas & Pinnell

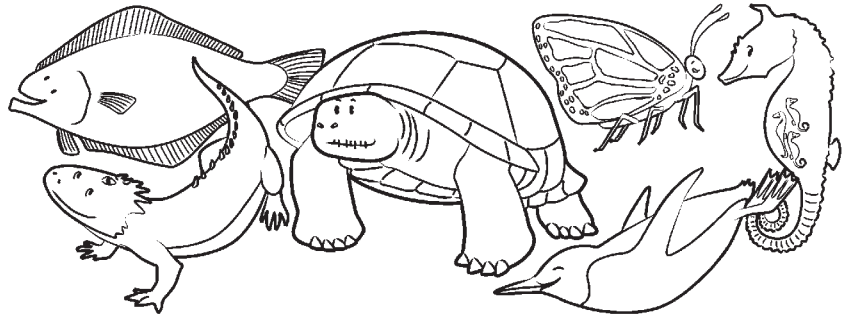
Correlation
LEVEL N

Extreme Animals
Level N leveled Reader
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Have you noticed
that some animals
will go to extremes
to be noticed?

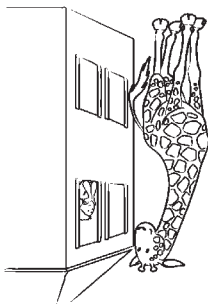
These oddest of
creatures come in all

sizes and shapes. Some walk in a funny way. Others eat
strange things. Some wear bold, bright patterns to blend
in. In this book, you'll read about the largest and the
smallest. You'll learn about the loudest and the quietest.
Check out these fun facts about some of the most
remarkable animals in the world!



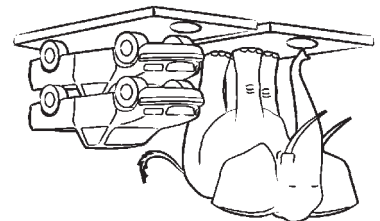
3

4



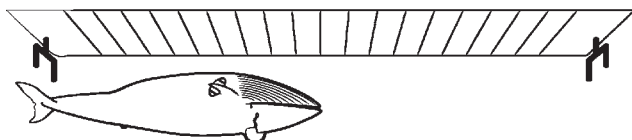
A long-necked giraffe has extra
long legs that make it as tall as a
two-story house.

An elephant can be over 4.5 meters
(15 ft.) tall and weigh as much as
two big pickup trucks.



It's as long as half of a football field.

Biggest
The gigantic blue whale
is the biggest creature.

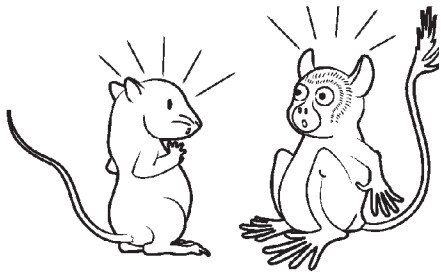
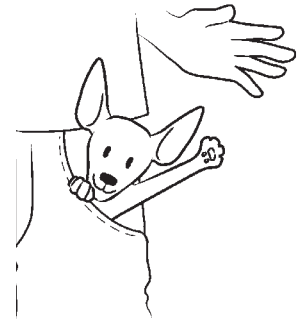


Smallest

A bee hummingbird is only 5 centimeters (2 in.) long and weighs less than a spoonful of water.



A Chihuahua is the smallest dog. It can ride along in your pocket.



The tarsier, a tiny monkey with big eyes, is as small as a mouse.

5

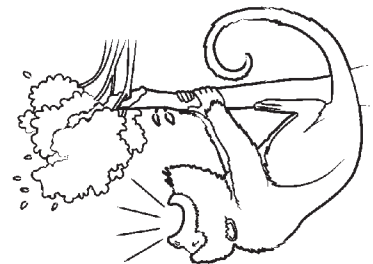
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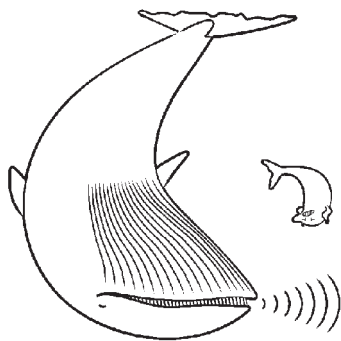
A giraffe hardly makes a sound. It doesn't have a voice so it can only murmur.

Quietest

A howler monkey screams to claim its territory and food supply. It can be heard from 16 kilometers (10 mi.) away.

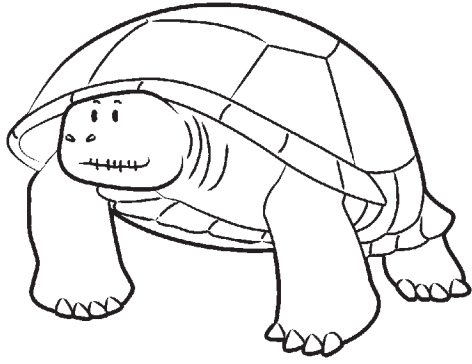


A blue whale's cry is as loud as a rocket taking off. It can be heard over long distances in the ocean.



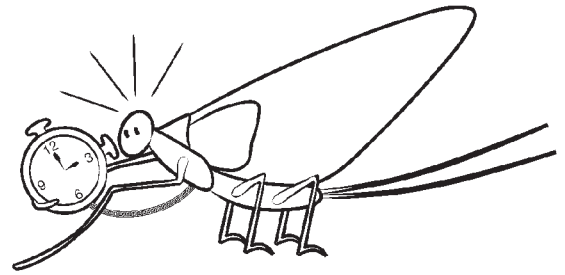
Loudest

Longest Life



A big land turtle can wander around, visiting in its neighborhood, for 150 years.

Shortest Life



A mayfly has to do everything quickly. It only lives for one day after it hatches from its egg.

7

8



A garden snail crawls so slowly that it doesn't even look as though it's moving!

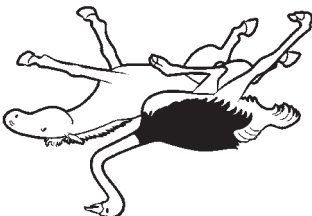
Slowest



One type of hawk is able to dive through the air at 322 kilometers per hour (200 mph).



A wild cheetah can chase after its lunch at over 105 kilometers per hour (65 mph).

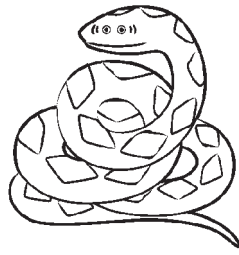


The long, strong legs of an ostrich help it to run as fast as a racehorse.

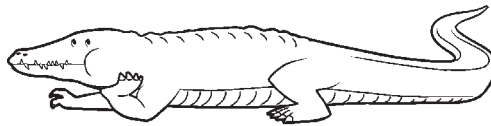
Fastest

Fun Facts About Reptiles

A snake's eyes look as if they are always open and watching. Its eyelids are transparent, so you can't see that they're closed.



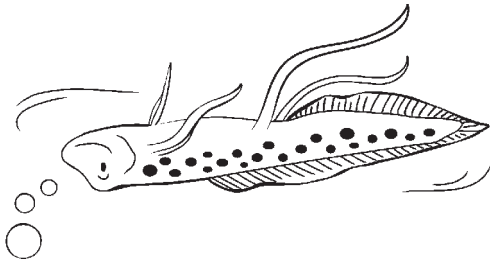
If a lizard is caught by the tail, its tail will break off—but it can grow a new one.



A hidden crocodile can hold its breath under water for an hour.

9

10



A type of lungfish can live for four years without food or water if it has to.

Sea horse babies live safely in their father's body until they are big enough to be on their own.



A humpback whale's big tongue weighs as much as a small car.

Fun Facts About Water Creatures

Fun Facts About Mammals

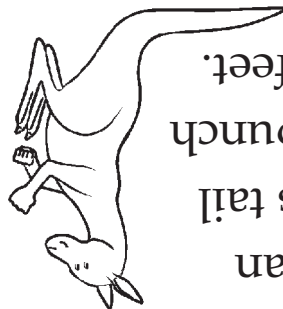
Every zebra has its own pattern of stripes. No two zebras are striped the same.



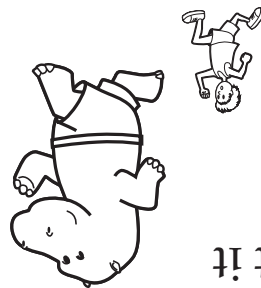
A camel can close its nose to keep the desert sand from blowing in.



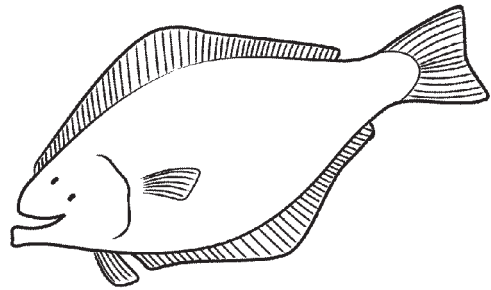
A kangaroo can balance on its tail and fight or punch with all four feet.



A big, heavy hippo looks slow, but it can run faster than a person.



A halibut is a big, flat fish that has both eyes on the same side of its head.

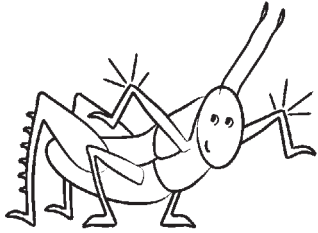
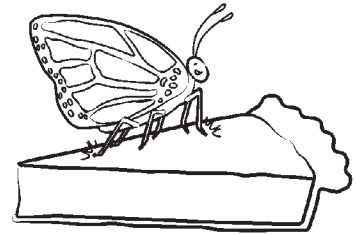


A mud skipper is an odd fish that can jump out of the water, skip across mud, and climb a tree.



Fun Facts About Insects

A butterfly chooses its lunch with its feet. It has little sensors on its feet that can taste flavors that it likes.



A cricket's ears are on its knees, not on its head. To hear better, it turns its knees toward the direction of the sound.

An ant can find your picnic lunch. Its small nose has a sense of smell that's as good as a dog's.



13

14



An ostrich is an odd bird for many reasons. Its brain is very tiny. Its eyes are huge and its neck is extra long. It swallows small rocks to help grind up its food.

A speedy little hummingbird is the only bird that can fly backward.



An eagle's very light bones are hollow to help it fly. Its feathers weigh more than its bones do.

Fun Facts About Birds

More Fun Facts About Birds

A penguin is a bird that can swim or walk for many miles—but is unable to fly.



The feathers of a flamingo are pink because of the nutrients in the tiny shrimp it eats.

15

91



Conclusion
Extreme animals come in many sizes and shapes. You may have seen some of these animals before. Others may be new to you. These are some of the most extreme animals in the world! What other extreme animals do you know?

Name _____

INSTRUCTIONS: Write main ideas from *Extreme Animals* in the left-hand boxes. In the right-hand boxes, list up to two important details that support each main idea.

Book Title:	
Topic:	
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.
Main Idea	Details 1. 2. 3.

Name _____

INSTRUCTIONS: Read the words in the word box with students. Read the sentences together, pausing at each blank. Have students choose a word from the word box to complete the sentence.

fastest darkest slowest crabbiest happiest

1. My sister cries a lot. She is the _____
baby I know!
2. Bats usually sleep in the _____ place
possible.
3. My mom says I am the _____ in the
morning. It takes me a long time to get ready
for school.
4. My birthday is the _____ day of the year
for me!
5. Mark is the _____ runner in school.
He always wins the race.

Name _____

INSTRUCTIONS: Draw a line from a word in Group A to its synonym in Group B.

Group A

furry

angry

nice

spicy

nervous

calm

Group B

kind

gentle

fuzzy

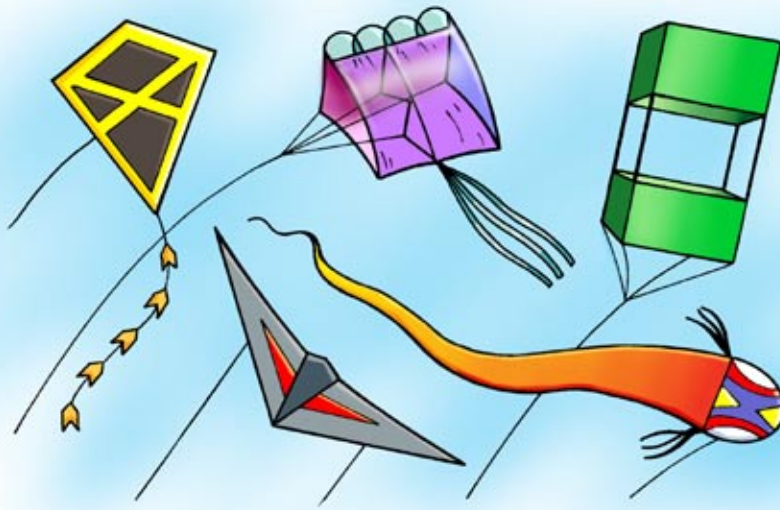
upset

hot

jittery

LEVELED READER • N

All About Kites



Written by Elizabeth Austin • Illustrated by Maria Voris

**Multi
level
K N R**

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All About Kites

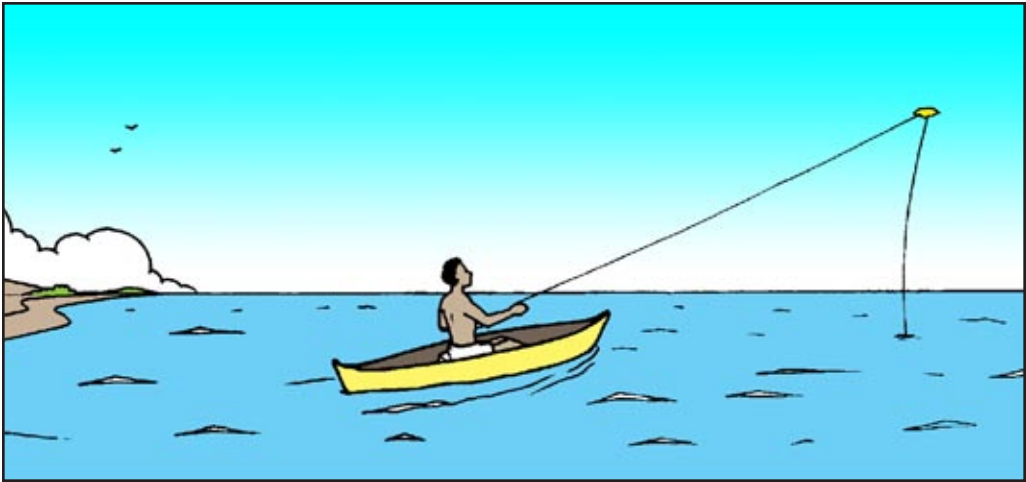
A Reading A-Z Level N Leveled Reader • Word Count: 616




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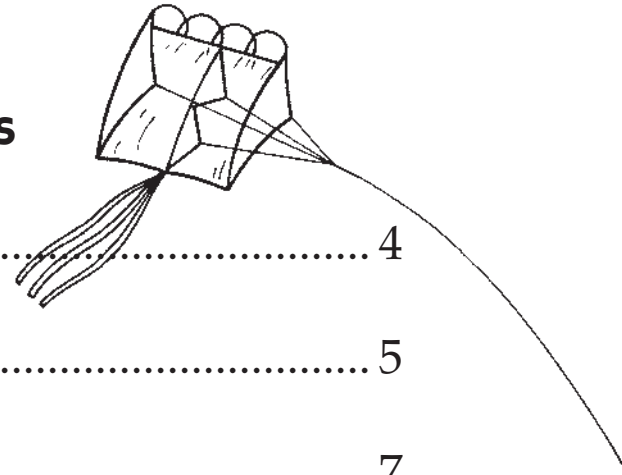
LEVEL N	Fountas & Pinnell	M
Correlation	Reading Recovery	20
	DRA	28

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Level N leveled Reader
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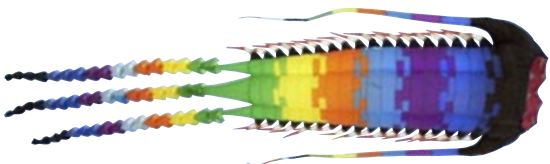
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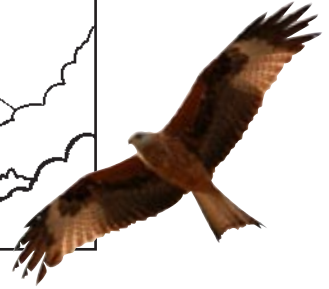
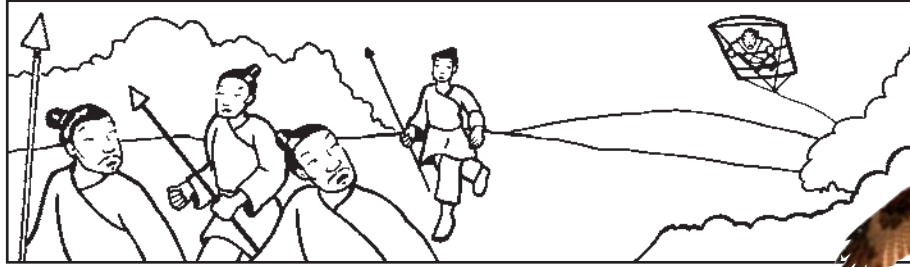
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History of Kites.....	5
Many Uses for Kites.....	7
Make Your Own Kite	12
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Introduction
A kite is one of the oldest, simplest toys. People all around the world enjoy flying kites. Kites come in every size, shape, and color you can imagine. Did you know that kites are designed to be both toys and tools? Some kites are made to be art as well.



History of Kites



Kites were named after a bird with wide wings that soars high in the sky on **air currents**. No one knows who made the first kite. But Chinese writers wrote about them over 2,000 years ago. One famous Chinese legend tells a story about a man who used a kite to attack a fort. He couldn't find a way to get inside. So he tied himself to a huge kite and flew over the fort's wall! The soldiers were terrified to see a man flying, so they ran away.

5

6

There is a famous story about the American **diplomat** and **inventor** Ben Franklin. He used a kite to prove his idea that lightning was made of electric current. He tied a metal key to a kite string. Then he and his son flew the kite during a thunderstorm. Electricity from the storm clouds ran down the wet string to the metal key. When he reached toward the key, he got a surprise. The electricity jumped from the key and gave him a **shock**! Do not try this dangerous experiment yourself. When Ben Franklin tried it again, he was hurt badly.





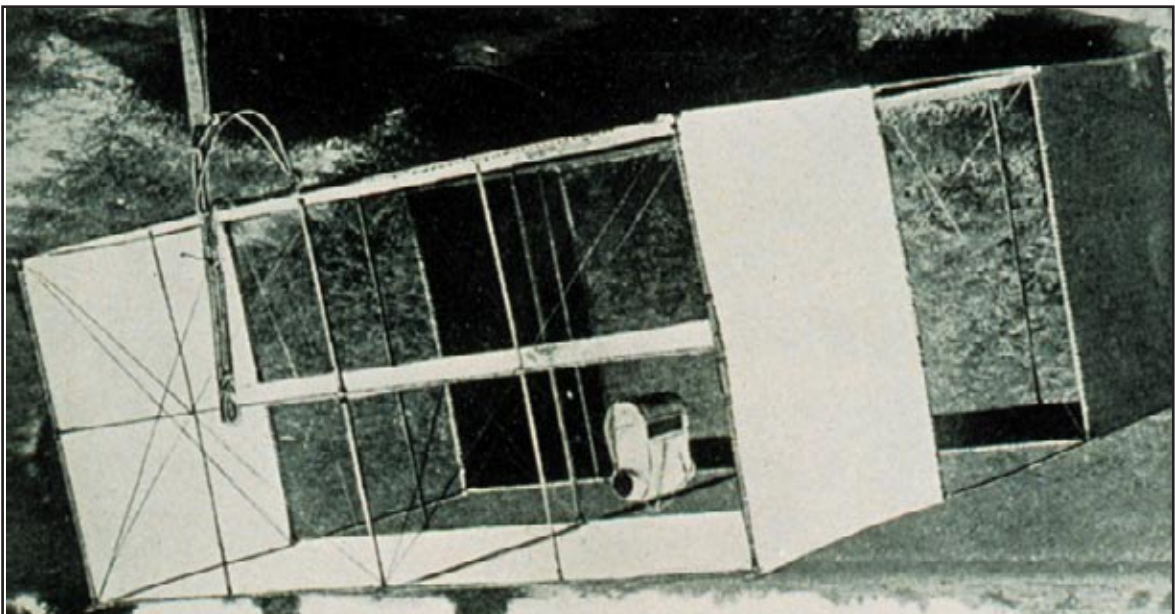
Many Uses for Kites

People sometimes used kites for fishing. They put a fishhook and bait on the long kite tail. Then they sailed the kite far from shore. The kite tail dragged in the water, so the fish could see the bait. It bit the bait and was caught, and then the kite was pulled in.

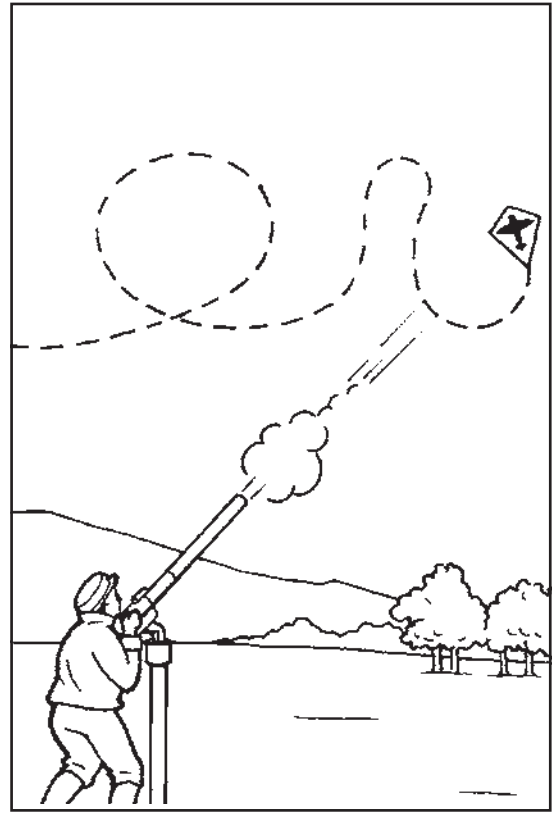
7

8

Weather kites carried scientific instruments into the sky. They recorded wind speed and temperature high in the clouds.



Years ago, some armies used kites with cameras attached to spy on enemy troops. Kites were also used as flying targets for shooting practice. These special kites could turn and dodge bullets, imitating the movements of fighter planes.



9

Today, kites are used mostly for fun. There is a kite design for everyone. You'll discover that different shapes of kites fly in different ways. Flat, diamond-shaped kites fly easily and smoothly. Rectangular box kites hang still in the air for a long time. Stunt kites twist and twirl on many strings. Large **parafoil** kites are like parachutes. Giant dragon kites **flutter**. Fighting kites can be used to cut other kites' strings.

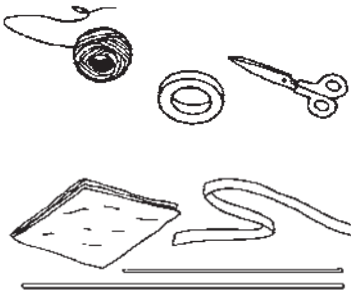
10



Make Your Own Kite

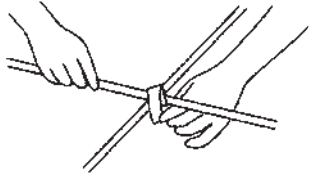
You'll need:

- two lightweight, smooth sticks,
- one 3 feet (90 cm.) long, the
- other 2 feet (60 cm.)
- a large plastic trash bag, cut open
- a long strip of lightweight
- cloth or plastic for the tail
- scissors
- strong tape
- a very long string



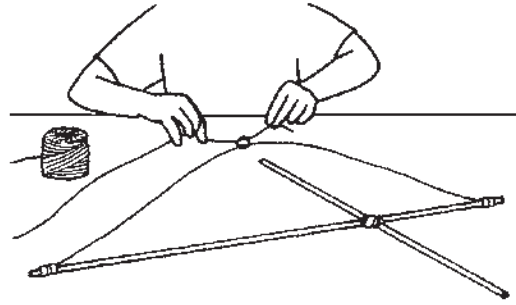
Step 1:

Form a cross shape with the sticks. Wrap tape around the sticks where they meet.



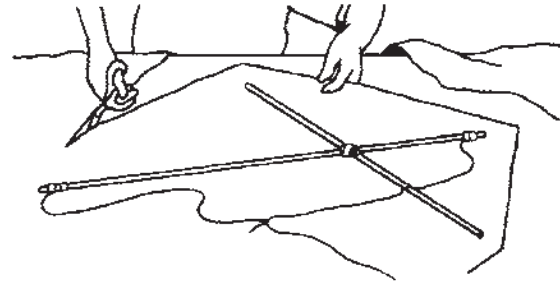
Step 2:

Cut off a 4-foot (120 cm.) piece of string. Tape each end of the string to each end of the long stick. This string is called the **bridle**. Tie one end of the rest of the string to the middle of the bridle.



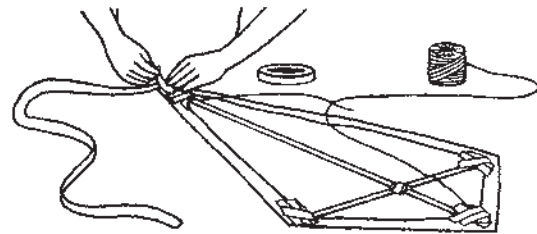
Step 3:

Lay the cross on the open plastic bag. Cut a diamond shape around it. Make sure to cut the diamond shape wider than the ends of the sticks.



13

14



Step 5:

For a tail, tape the strip of cloth or plastic to the bottom of the kite.

Fold the corners of the diamond over the ends of the sticks. Tape the corners tightly to the sticks.

Step 4:

- Remember to choose an open, safe place to fly your kite.
- Don't fly it near power lines.
 - Keep it away from trees, roads, and airports.
 - Don't fly a kite in the rain or when you hear thunder.
 - Be sure nothing is on the ground to trip over.

Kite Safety





On a breezy day, take your kite to a flat, open area. Be sure that there are no power lines or big trees. Look at the ground around you. Is there anything you could trip over? Hold your kite up

by the bridle and run into the wind. Let go of the kite and slowly let out some string. Then let out a little more until your kite is flying high in the sky.

Happy flying!

15

16

air currents (n.)	flows of air marked by force or strength (p. 5)
bridle (n.)	a kind of harness that guides movement with ropes or strings (p. 13)
diplomat (n.)	a person who represents a country in meetings with other countries (p. 6)
flutter (v.)	to flap or vibrate in the wind (p. 10)
instruments (n.)	tools used for making or recording measurements (p. 8)
inventor (n.)	a person who invents or creates a new device or process (p. 6)
parafol (n.)	a lightweight sail, like a small parachute (p. 10)
shock (n.)	a sharp jolt when electric current touches your body (p. 6)

Glossary

Name _____

INSTRUCTIONS: In the first column, write what you already know about the topic. In the second column, write what you would like to know. After you finish reading, fill in the third column with what you learned.

<i>What I learned</i>	
<i>What I want to know</i>	
<i>What I know</i>	

Name _____

INSTRUCTIONS: Read each sentence. Underline the verb. If it is a past-tense verb, put a check mark on the line.

Past tense

Present tense

_____ 1. I planted flowers with my mom yesterday.

_____ 2. My teacher rides her bike to school.

_____ 3. I go to the park every Saturday.

_____ 4. The artist showed us his drawing.

_____ 5. You finished this worksheet!

Name _____

INSTRUCTIONS: Write the words from the word bank in alphabetical order.

Word Bank

fly
tumble

tree
stick

fun
finish

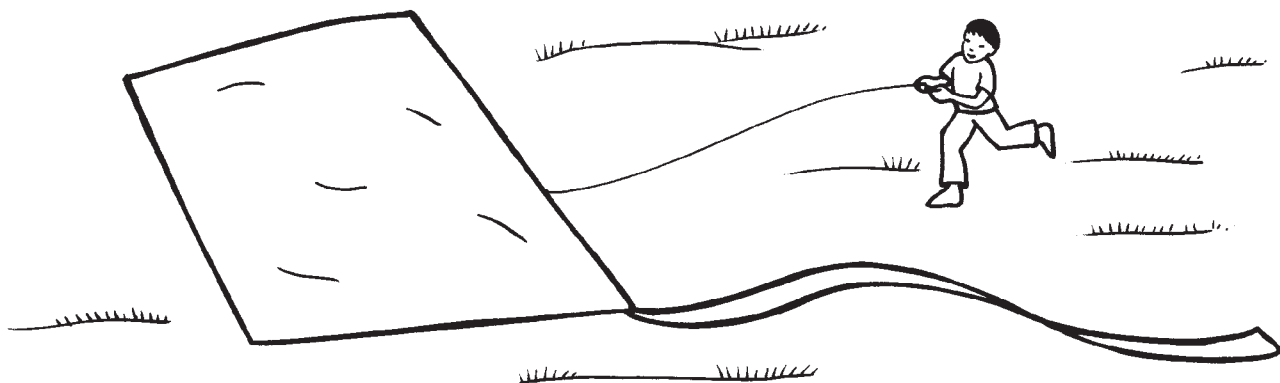
soar
imagine

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____



Introducing the Penny

A Reading A-Z Level N Leveled Reader

Word Count: 565

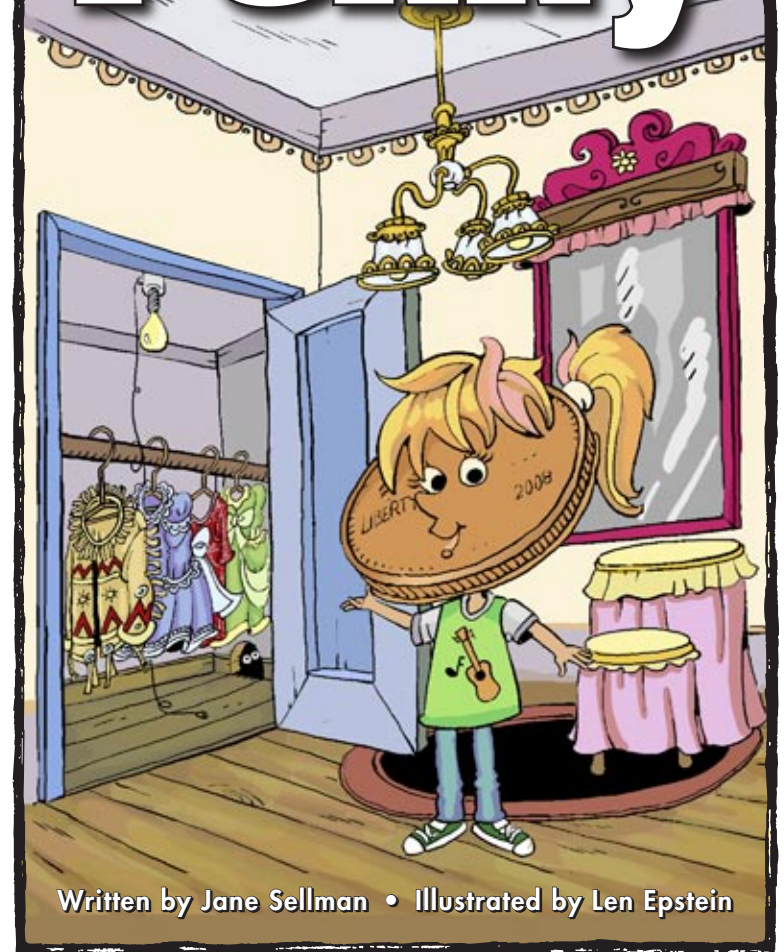


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Introducing the Penny



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Introducing the Penny



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Correlation

LEVEL N

Fountas & Pinnell	M
Reading Recovery	20
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Hi, let me introduce myself! I'm a United States coin. My friends call me "Penny." My name comes from a German word, *pfennig* (FEN-nig), which means "coin."



Ten groups of ten pennies or four groups of twenty-five pennies—each makes \$1.



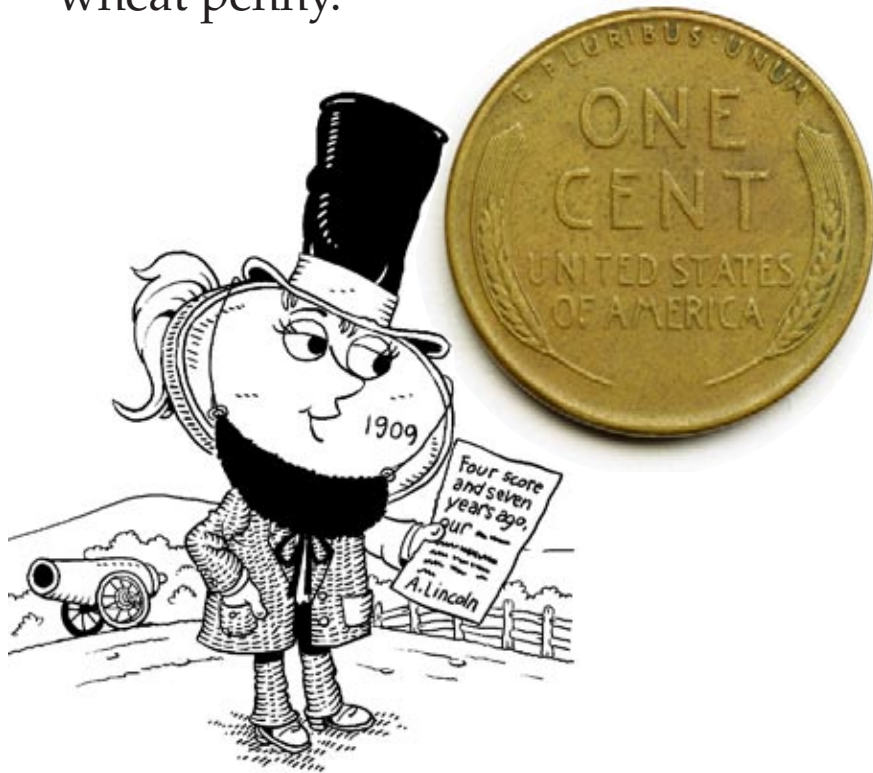
You might have other coins that look like me in your pocket. We are each worth one **cent**. That's $1/100$ of a dollar. That means it takes exactly one hundred of me and my friends to equal one dollar.

I was born when the United States first became a country. In 1792, the U.S. government created the U.S. **Mint**. A mint is a factory where coins are made. One of the first coins the government made was me, the one-cent coin! In 1787, my good friend Ben Franklin suggested how I should look. But over the years, my look has changed several times.



For a while, I carried a picture of Lady Liberty wearing a Native American **headdress**. This picture appeared on my **obverse**, or my face. My back is called—you guessed it—my **reverse**. You probably call it “heads” and “tails!”

In 1909, I got an important makeover. America decided to honor President Abraham Lincoln by putting his picture on me. On my reverse, you could see stalks, or stems, of wheat. Some folks called me “the wheat penny.” Look at all the pennies in your pocket. You might find an old wheat penny.

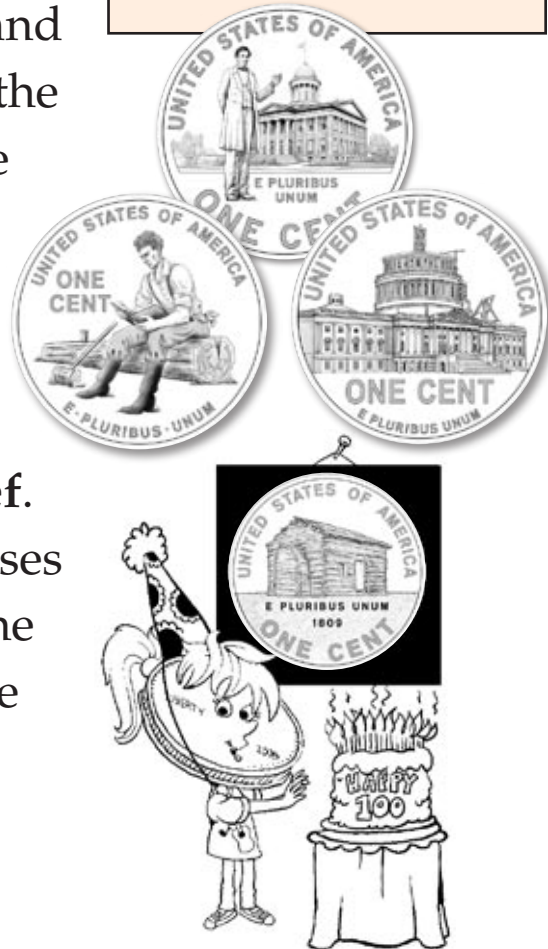


In 1959, I got the Lincoln Memorial on my back. A memorial is a building or statue used to remember someone. If you look closely at my reverse, you can see a teeny-tiny statue of Lincoln inside the memorial.

All pennies are made at the U. S. Mint. First, the mint asks an artist to draw pictures for the coin's front and back. When the drawings are perfect, the artist carves them into a sculpture called a **relief**. A machine uses a model of the relief to carve the drawing into a hard steel stamp.

Penny's Birthday

In 2009, the U.S. Mint celebrates the 100th birthday of the Lincoln penny with a new design. The Lincoln penny was first used in 1909. The year 2009 is also the 200th anniversary of Abraham Lincoln's birth.



Each coin starts off as a cut **blank**, or coin-shaped piece of metal. Blanks are plain and flat, with no pictures or words. Penny blanks used to be made of 100 percent copper. Today they are made of copper and zinc.

The cut blanks are heated until they become soft. Then they go through a washer and dryer. Next, a machine pushes up a rim around the edge of each blank. Look closely at a penny. It has a raised edge around it.



Then, each blank is **struck**. The hard stamp with the artist's relief on it slams into the blank. It presses the pictures and words right into the metal.





Then, a worker uses a magnifying glass to check the pennies. The finished pennies are counted, put into bags, and sent to banks around the United States.



Do You Know?

The U.S. Mint has a Web page just for kids. To learn more about money, visit <http://www.usmint.gov/kids>



Today, the U.S. Mints in Denver and Philadelphia make all the coins in the United States, including me. They make billions of pennies each year. Can you guess how much it costs to make one penny? 1.4 cents! It costs more than a penny to make a penny!

So that's my story. I've been around a long time. Some people don't think I'm important. But if you get a bunch of us together, we can do a lot.

By the way, if you find me, it's good luck, so I hope you find a lot of my friends. Just remember to put a few of us away for a rainy day.



Glossary

- blanks** (*n.*) flat, round, blank pieces of metal that become coins (p. 10)
- cent** (*n.*) a coin worth one penny; 1/100th of a dollar (p. 4)
- headdress** (*n.*) a special piece of clothing worn on the head for festivals or other occasions (p. 6)
- mint** (*n.*) a factory where money is made (p. 5)
- obverse** (*n.*) the "heads" or face of a coin (p. 6)
- relief** (*n.*) a shallow carving or design on a flat surface (p. 9)
- reverse** (*n.*) the "tails" or back of a coin (p. 6)
- struck** (*v.*) stamped with pictures or words (p. 12)

Name _____



Instructions: Write a prediction in the *Make* column. Revise the prediction in the *Revise* column as you read. Write a check mark in the *Confirm* column if you can confirm your prediction after reading. Write the events that actually happen in the *Actual* column.

Make	Revise	Confirm	Actual

INTRODUCING PENNY • LEVEL N • 1

SKILL: PREDICTION

Name _____

Instructions: Number the steps in making pennies.

- ☐ The pennies are counted, put into bags, and sent to banks around the United States.
- ☐ A machine uses a model of the relief to carve the drawing into a hard steel stamp.
- ☐ The coin starts off as a blank piece of metal with no pictures on it.
- ☐ The cut blanks go through a washer and dryer.
- ☐ The artist carves the pictures into a sculpture called a relief.
- ☐ The mint asks an artist to draw pictures for the coin's front and back.
- ☐ A machine pushes up a rim around the edge of the blank.
- ☐ The cut blank is heated until it is soft.
- ☐ The blank is struck with the artist's steel stamp.
- ☐ A worker checks the penny under a magnifying glass.



INTRODUCING PENNY • LEVEL N • 2



SKILL: SEQUENCE EVENTS



Name _____

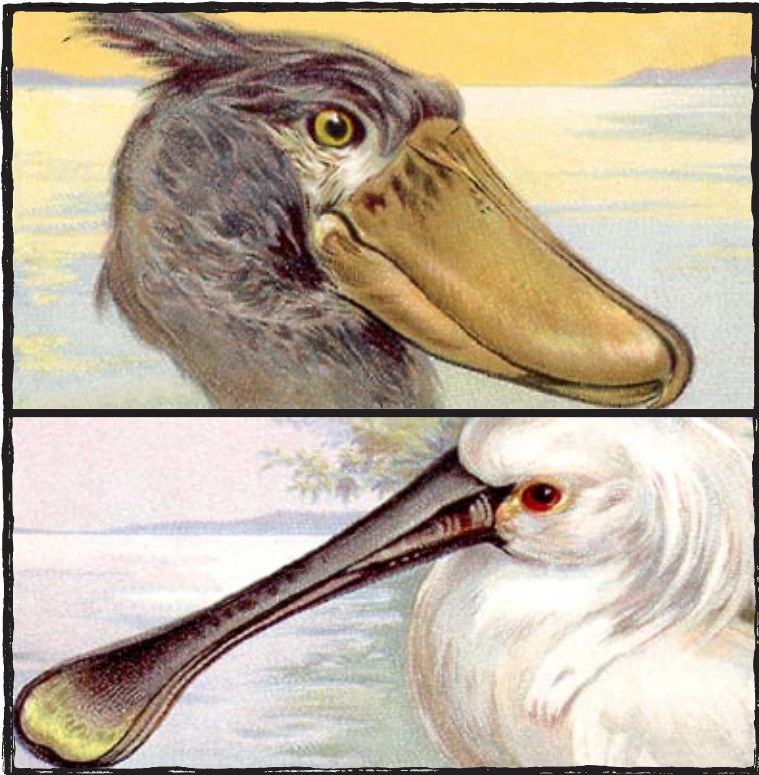
Instructions: *Multiple-meaning words* are words that sound and are spelled alike, but have different meanings. Read each word. Then write two sentences, each using a different meaning of the word.

Word	Sentence
relief	1. _____ _____
	2. _____ _____
blank	1. _____ _____
	2. _____ _____
reverse	1. _____ _____
	2. _____ _____
fair	1. _____ _____
	2. _____ _____
bank	1. _____ _____
	2. _____ _____

Weird Bird Beaks

A Reading A-Z Level N Leveled Reader

Word Count: 530



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Weird Bird Beaks



**Multi
level
H N R**

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Bearded Barbet

I am a bearded barbet.

I have a large, thick beak that has pointed parts on the bottom like sharp teeth. Hairlike feathers look like a beard on my beak.

I live where it is dry in Africa, where I build my nest in a dead tree.

I feed on fruit and sometimes on insects.



Crossbill

I am a crossbill.

My beak is crossed like an X, which helps me to pull the seeds out of a pinecone.

Pinecones grow on trees called conifers, but conifers don't produce good pinecones every year.

I travel all over to find pinecones instead of living in one place.



Rhinoceros Hornbill

I am a rhinoceros hornbill.

I have a horn on the top of my beak that I use to knock down fruit.

I also use my horn to fight and sometimes to attract a mate.

I bring food to my mate when she sits on our eggs.

If you think my horn looks weird, you should see my eyelashes! I am one of the few birds that have them.



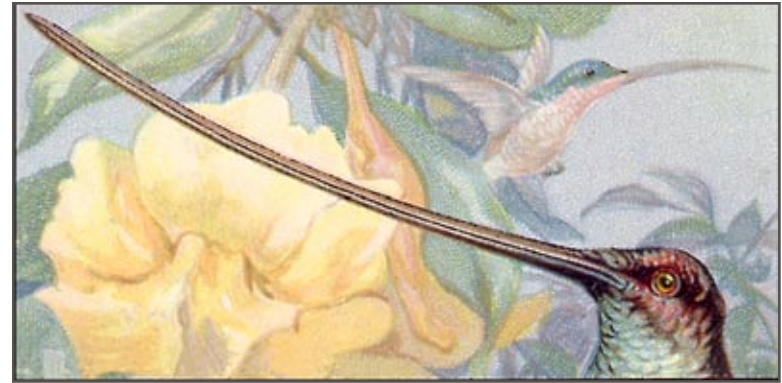
Huia

We are huias (HOO-yuhs). We lived in New Zealand until we became **extinct**.

“I am the male. My beak is thick and strong.”

“I am the female. My beak is thin and curved.”

Our beaks are so different that for a long time, people thought we were completely different types of birds.



Sword-Billed Hummingbird

I am a sword-billed hummingbird.

I am a very small bird with a very long beak. I’m the only bird with a bill that is longer than my body!

I use my long beak and even longer tongue to get nectar from tube-shaped flowers.

I can stick my tongue out and pull it back in again about 13 times per second!



Brown Pelican

I am a brown pelican.

I have a pouch of skin under my beak that can hold a lot of fish.

I hunt in the ocean, diving down from the air.

I sometimes steal fish from other birds, but they steal from me, too. Gulls even sit on my head and back while they take fish right out of my pouch!



Shoebill Stork

I am a shoebill stork.

My beak is shaped like a shoe with a hook on the end that helps me eat fish.

Sometimes, I'll eat frogs and even small crocodiles.

I hunt fish by waiting for one to swim by and then falling onto it with my mouth open.



Spoonbill

I am a spoonbill.

I have a long beak that flattens out at the end like a spoon.

Because I am white and pink, people sometimes think I'm a flamingo.

To find food, I sweep my beak back and forth in the mud and shallow water.

I like to eat frogs, **shellfish**, seaweed, and small fish.



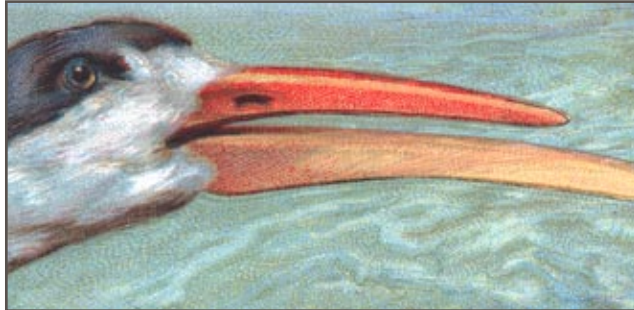
Toucan

I am a toucan.

My huge and colorful beak is actually very light because it's full of **air pockets**.

I eat fruit, seeds, insects, and eggs.

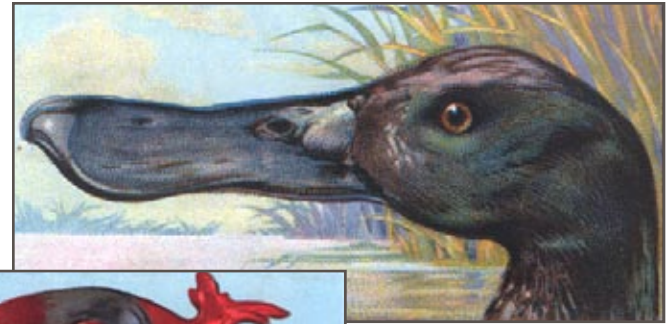
My beak helps me to reach fruit while I sit in rainforest trees. I have two claws that point forward and two that point backward to help me hold onto branches.



Many of us have weird beaks.

Sometimes they help us to catch
or eat food.

Sometimes they just look wild!



Glossary

extinct (*adj.*)

having died out
completely (p. 7)

shellfish (*n.*)

animals that have shells
and live in the water
(p. 11)

air pockets (*n.*)

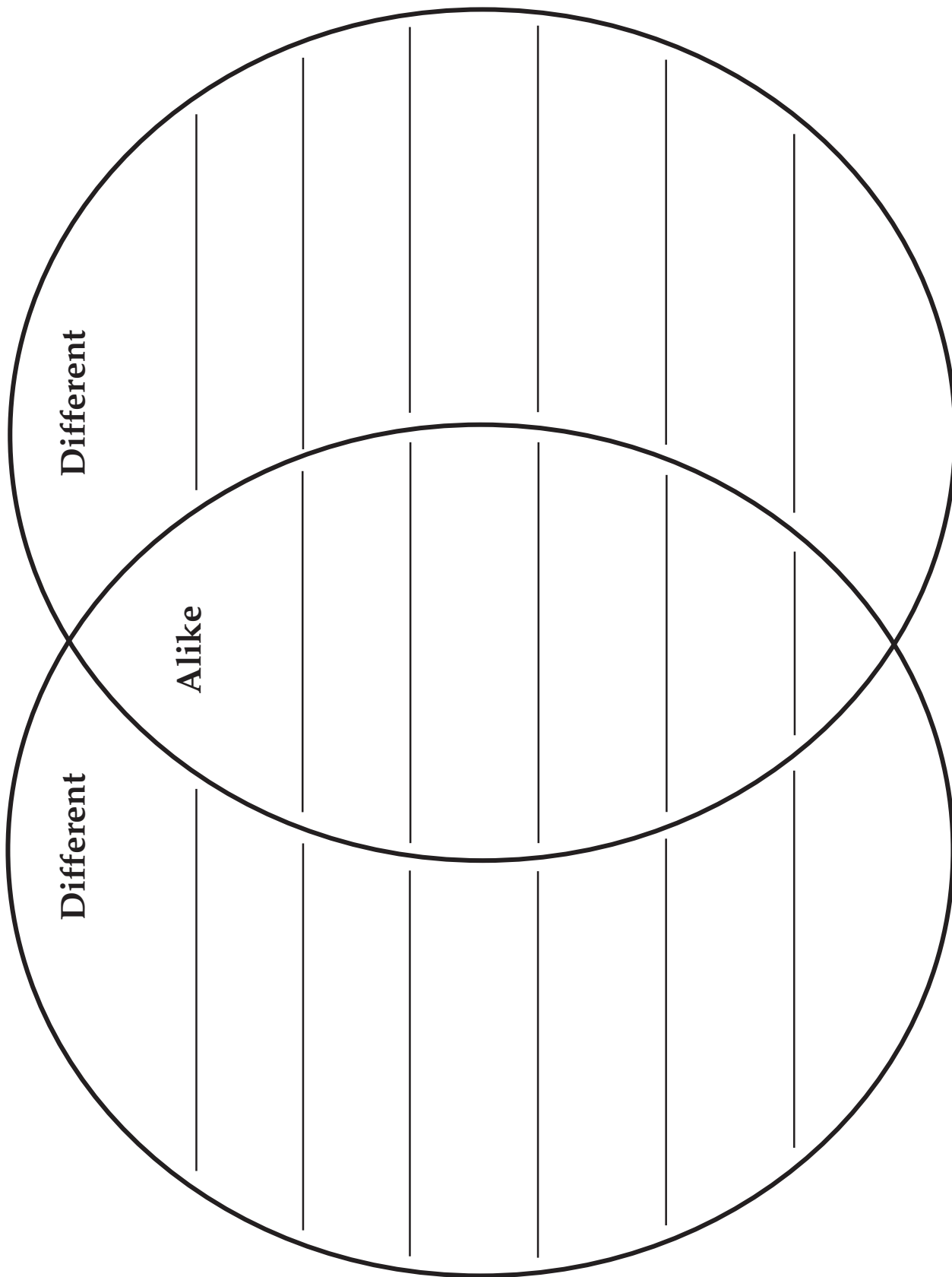
areas of air surrounded
by matter (p. 12)

Name _____

Instructions: Compare and contrast the beaks of brown pelicans and spoonbills. Write the two topics you are comparing on the lines. Write the details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

Topic: _____

Topic: _____

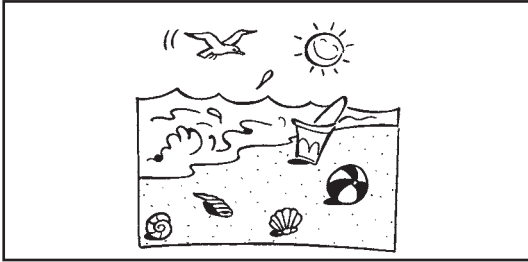


Name _____

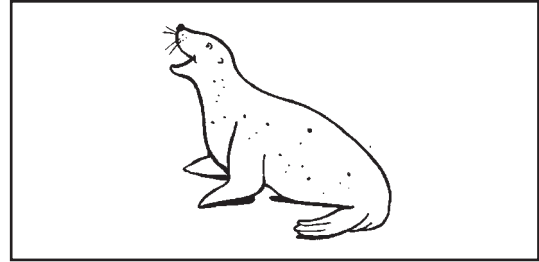
INSTRUCTIONS: Have students complete the words below each picture by writing the correct vowel spelling pattern from the box at the top.

ea

ee



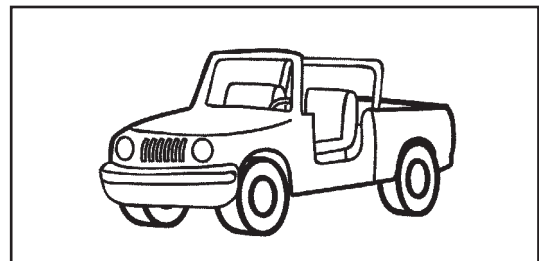
b _____ ch



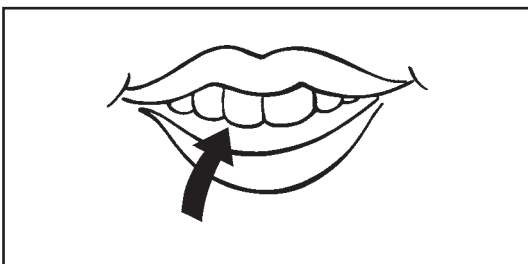
s _____ l



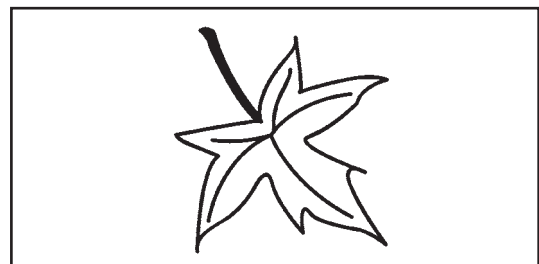
f _____ t



j _____ p



t _____ th



l _____ f

Name _____

INSTRUCTIONS: Read the sentences below. Circle all of the adjectives and underline the nouns or pronouns that they describe.

1. I am a bearded barbet.

2. My beak gets the seeds out of tree cones.

3. I am a rhinoceros hornbill.

4. I use my long beak to drink from pretty flowers.

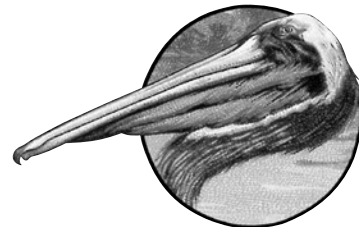
5. I am a brown pelican.

6. I am a shoebill stork.

7. My huge and colorful beak is very light.

8. Many birds have weird beaks.

9. Which beak is your favorite?

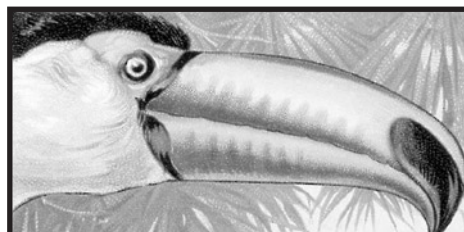


Name _____

Instructions: Choose an antonym for each word in the box. Put a check mark in the thesaurus box across from each word after you check your answers in a thesaurus.

heavy	tiny	release	bottom
few	useless	short	in

Word	Antonym	Thesaurus
out		
top		
long		
hold		
useful		
huge		
many		
light		



Let's Make Snowflakes!

A Reading A-Z Level N Leveled Reader

Word Count: 654




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Let's Make Snowflakes!



Written by Kira Freed

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Let's Make Snowflakes!



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Fountas & Pinnell	M
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FACT:

In nature, each snowflake that falls has a different design or pattern. Yours can all be different, too!

Introduction

Have you ever looked closely at a real snowflake? Their intricate designs look similar to lace or delicate crochet patterns. You can make your own snowflake patterns by folding and cutting paper in certain ways.

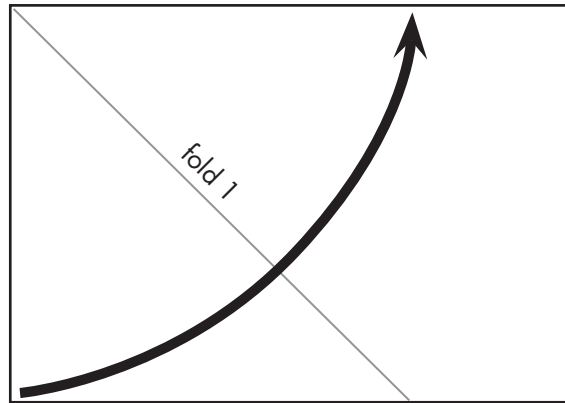
This book will show you how to make three shapes of paper snowflakes. You will also see how adding extra cuts can make each of your snowflakes look different. Let's get started!

Paper and Folds

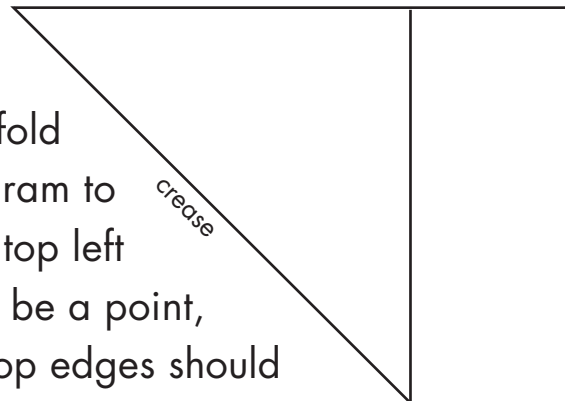
1 Place a piece of copy paper on a table with the long direction going across from left to right. Look at the diagram. Lift the bottom left corner and gently bring it up and toward the right side until the top edges touch.

Materials

- 8 1/2" x 11" white copy paper
- Scissors
- Pencil

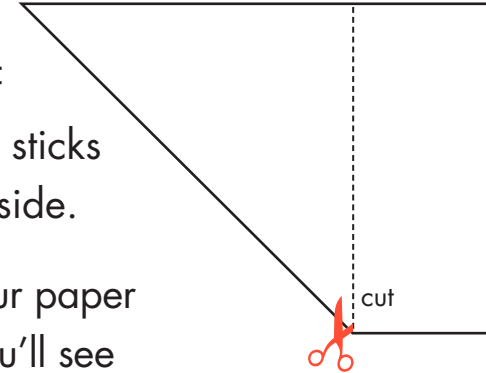


2 Crease the paper on the diagonal fold as in the diagram to the right. The top left corner should be a point, and the two top edges should line up together.

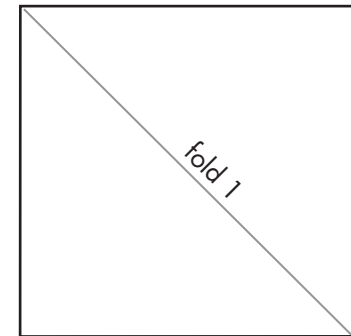


TIP: If origami paper is available, you can use it instead of copy paper to make your snowflakes. Thin origami paper is easy to cut and it is already square, so you can just fold it and you're ready to start cutting.

3 Cut off the thin rectangle of extra paper that sticks out on the right side.



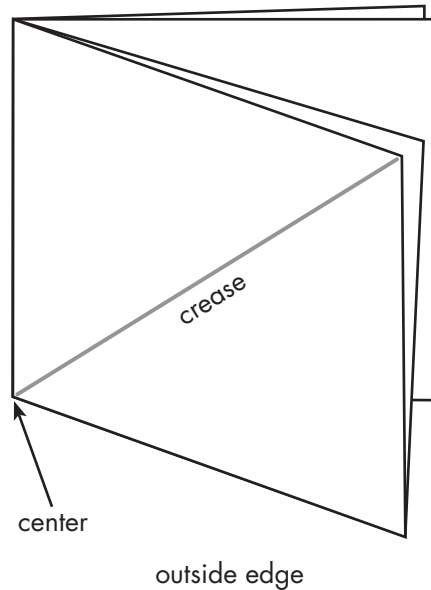
4 Open up your paper triangle, and you'll see that you have a square. When you look at the diagonal fold line, can you see how the two triangle shapes can make a square?



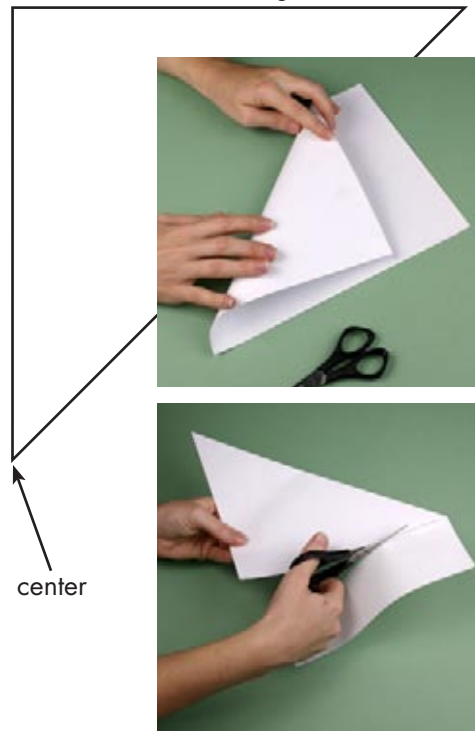
5 Now, fold your square paper in half to make it into a rectangle instead of a square. The diagram to the right shows you how.



6 Next, fold this new rectangular shape in half, and it will make a smaller square. Can you figure out which corner is the center of the paper? Make a dot with a pencil to mark the center so you can find it again later.

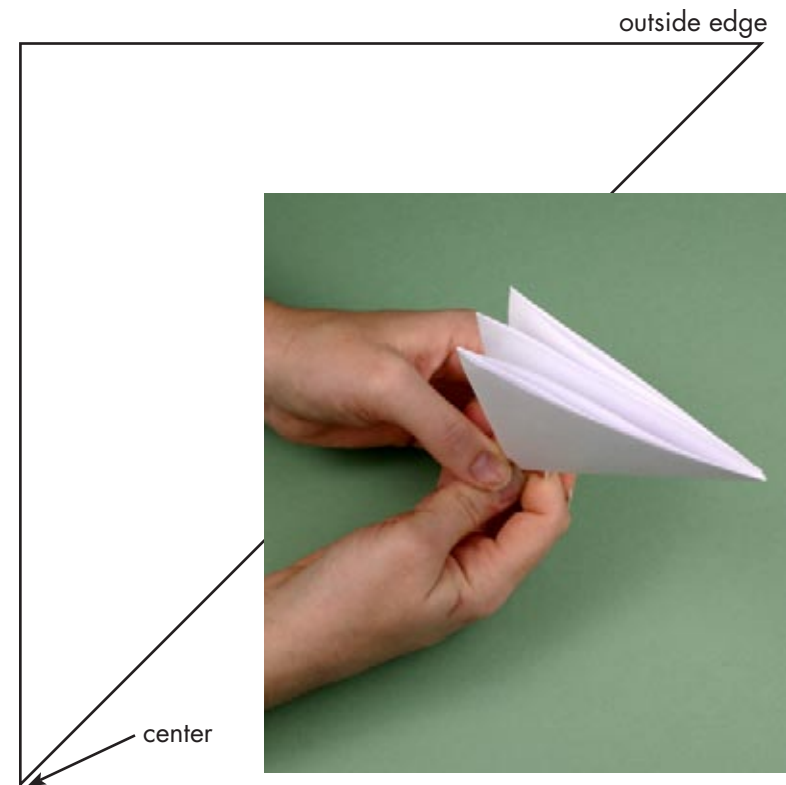


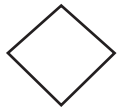
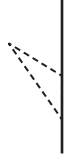
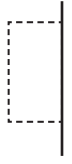
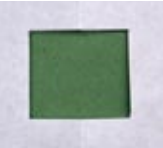
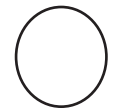
7 Then find the crease and fold your paper one more time. The new shape is a triangle again. Now you're ready to cut out some snowflakes!



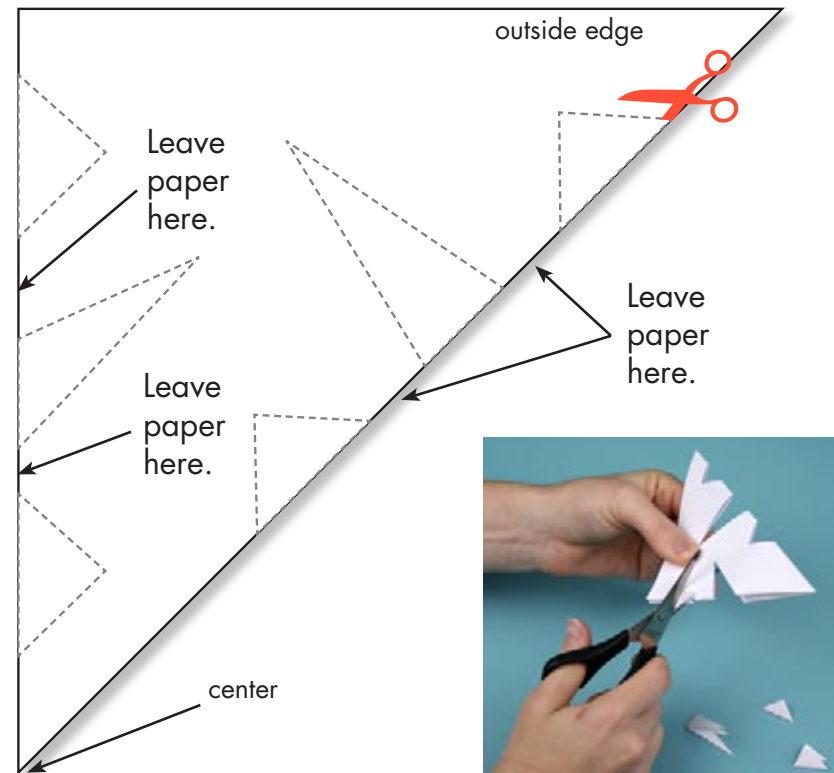
Square Snowflakes

1 Remember where you marked the dot for the center? Hold your folded paper with the center pointing down. The top edge of the triangle will be the outside of your snowflake. If you leave this edge straight, you will make a snowflake with square sides. Later, you will learn ways to change this outside edge.



If you cut a . . .	You will end up with a . . .	
		
		
		
		
		

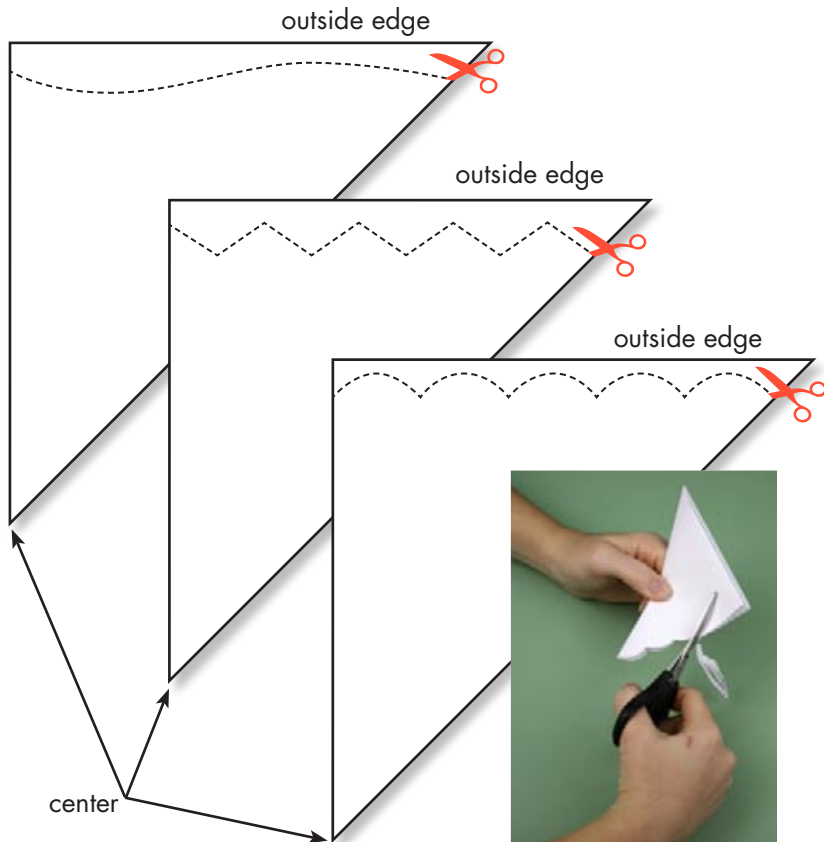
This chart shows some of the shapes you can cut. Think about how each shape will look when you unfold your finished snowflake.



2 Leaving the outside edge uncut, cut out shapes from the other two sides of the triangle. Cut carefully and be sure to leave some of the paper connected so your snowflake will not fall apart!



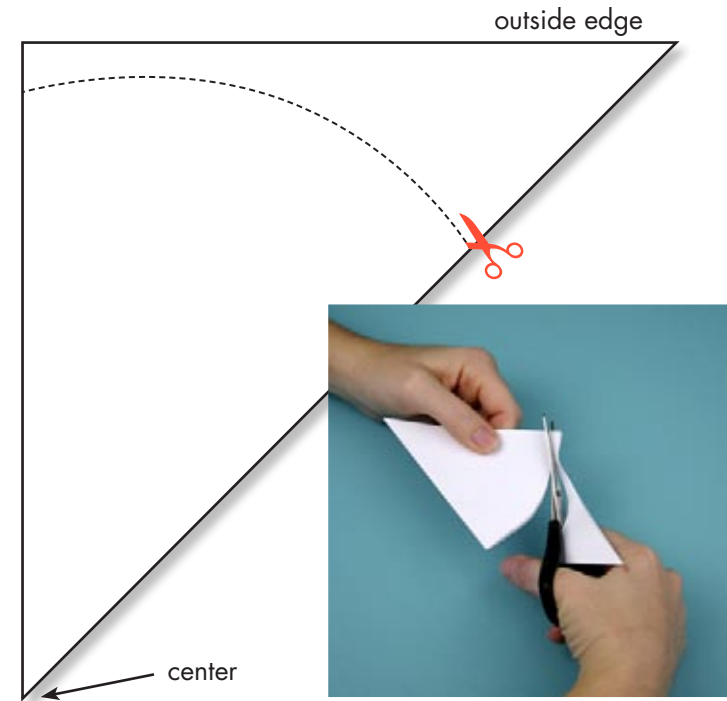
3 When you have finished cutting the shapes you want, gently unfold your snowflake. Do you recognize how the shapes you cut out of the edges made the pattern you see now?



TIP: To make the outside edge different, try some of these ideas. Or come up with ideas of your own!

Round Snowflakes

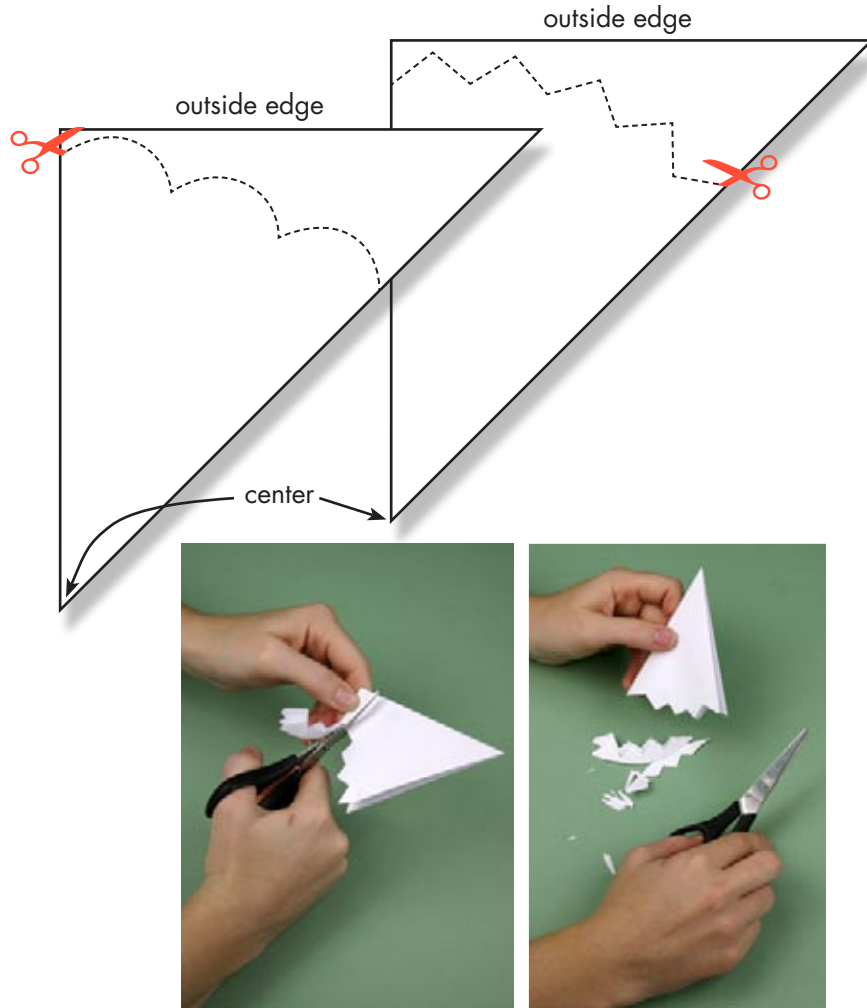
1 Create the basic folds on pages 5 through 7. As you did with the square snowflake, find the edge that will become the outside of your snowflake. That edge should be placed at the top.



2 Cut that edge in an arc. An arc is a curve that is a piece of a circle. Cutting an arc will make your snowflake a circle instead of a square.

3 Cut shapes out of the other two sides of your triangle.

4 If you want to, you can cut the curved edge, too. Try some of the ideas shown in the diagram on page 11.

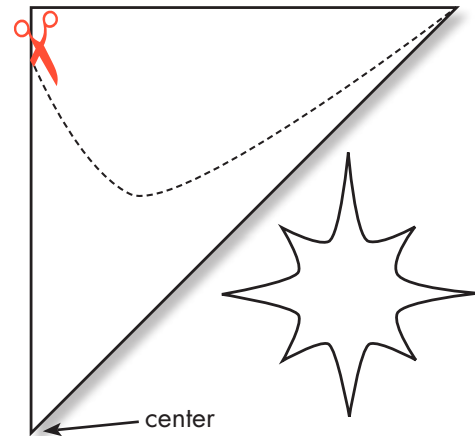
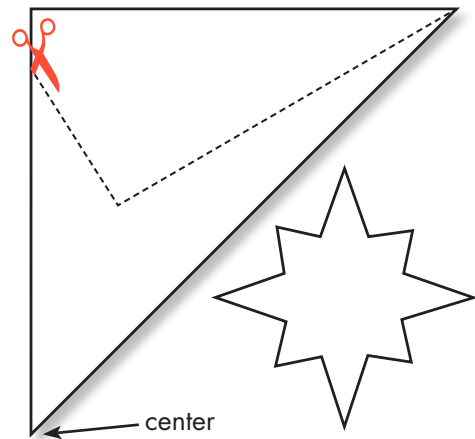
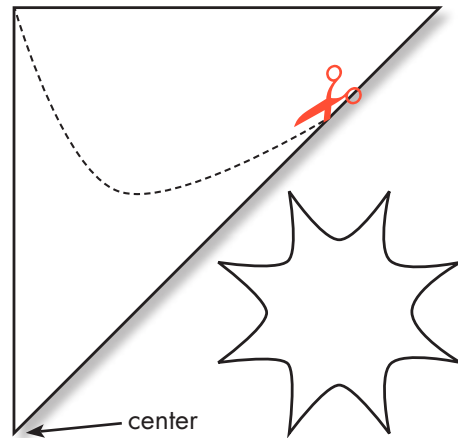


5 Next, let's change the design of the snowflake's center by cutting out new shapes. Look at the chart for some ideas, or use your imagination to make up your own.

If you cut a . . .	You will end up with a . . .	

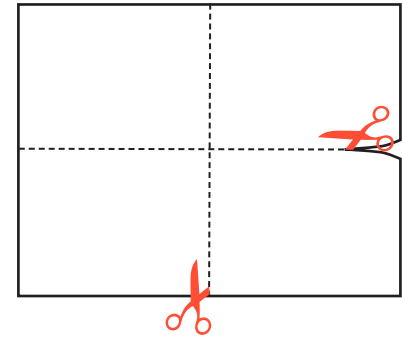
Star-Shaped Snowflakes

- 1 Create the basic folds on pages 5 through 7.
- 2 Cut the top edge (the outside) in one of the shapes shown on this page.
- 3 Then cut the sides and center in any way that seems like fun to you.

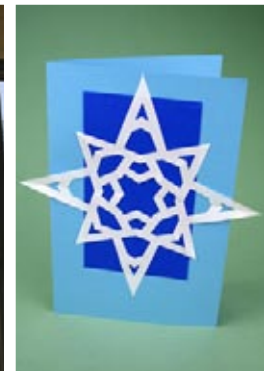
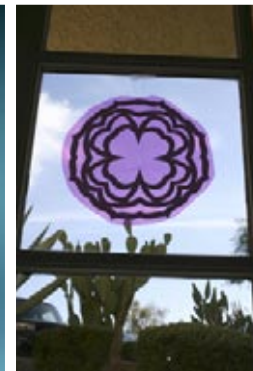


Other Ideas

Do you want to make smaller snowflakes? Fold a piece of paper in four equal parts, carefully lining up all the edges. Cut along the fold lines. Then use each of the four pieces of paper to make a snowflake.



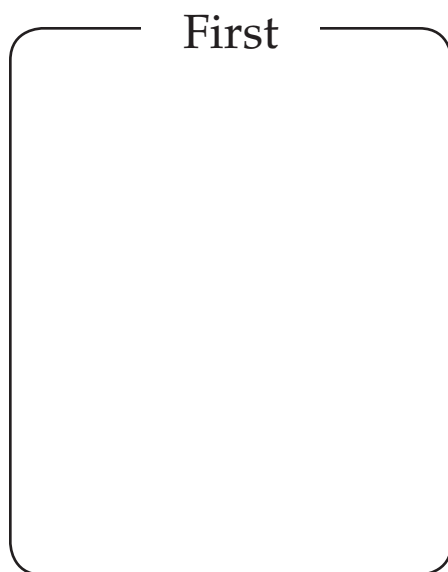
You can tape your snowflakes on windows or use them in many other ways. Have fun!



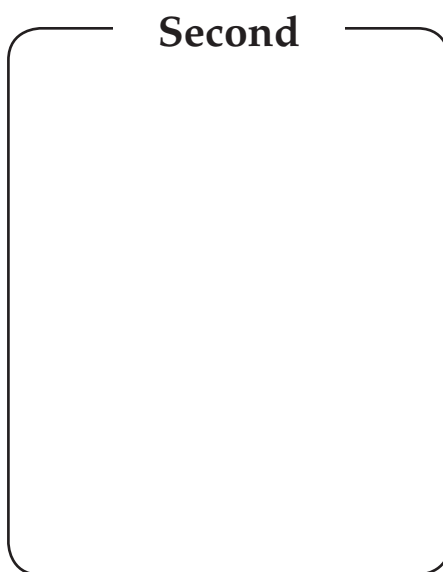
Name _____

Instructions: Have students illustrate and label each step for making snowflakes.

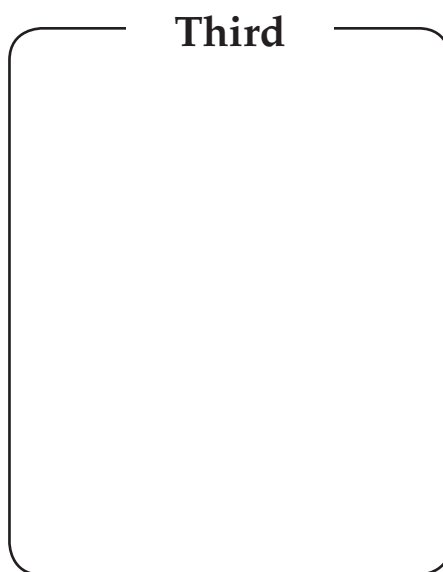
First



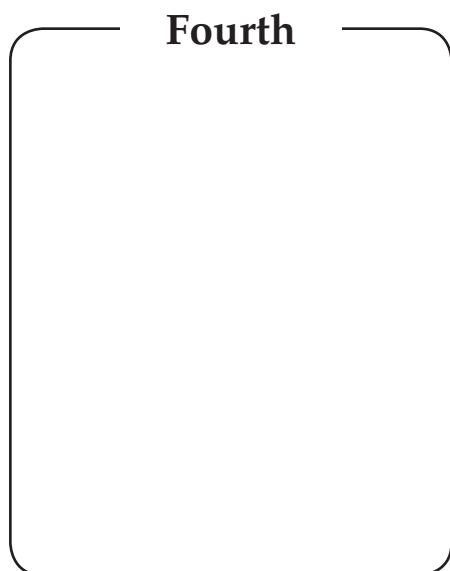
Second



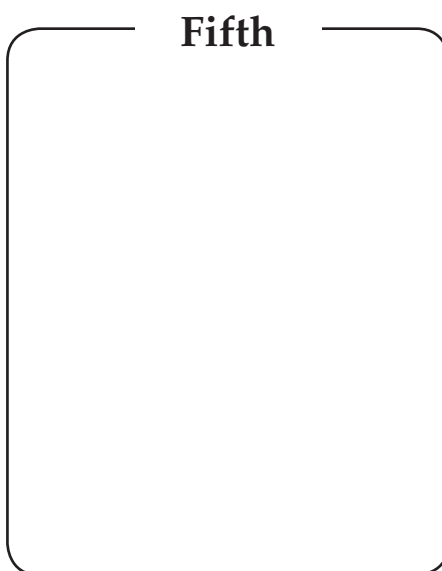
Third



Fourth



Fifth



Name _____

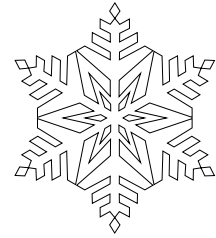
Instructions: Read each sentence. Write the correct punctuation at the end of each sentence. Then write your own sentences using periods, question marks, and exclamation marks on the lines provided.

1. Making paper snowflakes is fun ____



2. Cut the edge in an arc ____

3. Your snowflake is beautiful ____



4. How many snowflakes did you make ____

5. Fold the paper carefully ____



6. Will you teach me how to make snowflakes ____

1. _____

2. _____

3. _____

Name _____

Instructions: Divide each word into syllables.



delicate _____



direction _____



gently _____



center _____



cutting _____



design _____



bottom _____



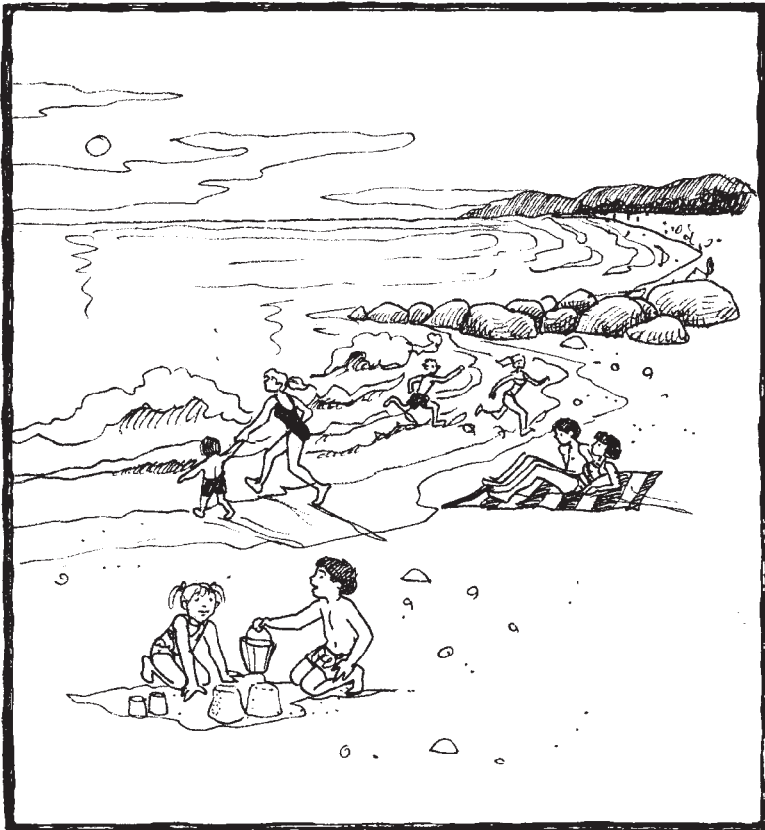
imagination _____



Horseshoes Aren't Just For Good Luck

A Reading A-Z Level N Leveled Reader

Word Count: 779

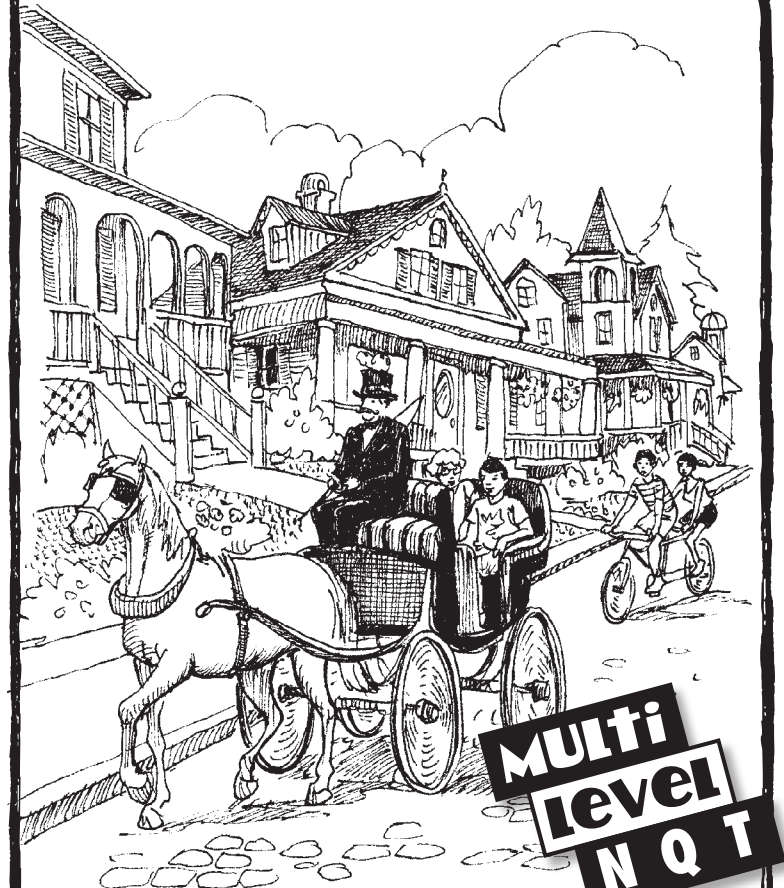


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Horseshoes Aren't Just For Good Luck



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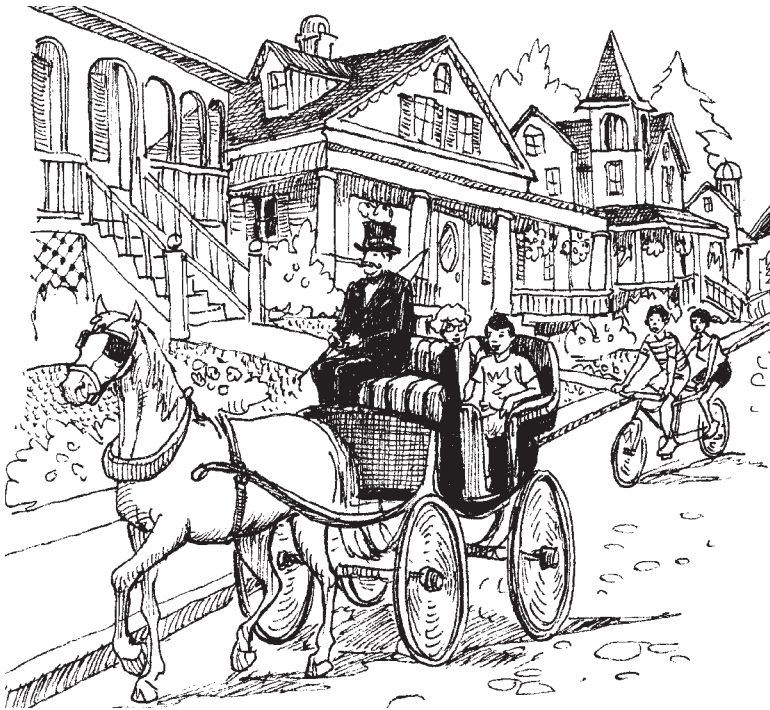


Introduction

I had my best summer vacation when I was nine. I went to visit Gram, my great-grandmother, and I saw the ocean for the first time.

Life by the Sea

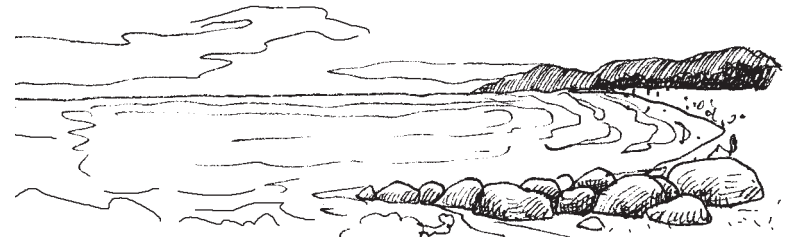
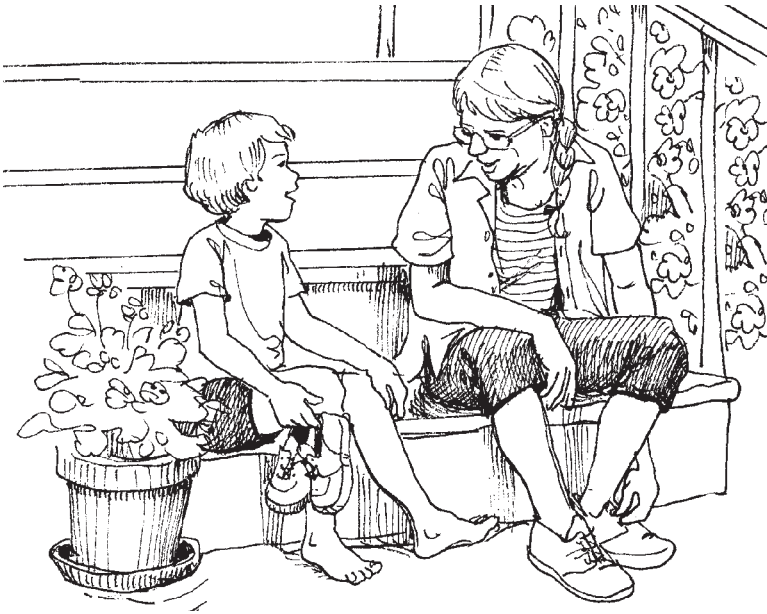
I rode on a train from the city, all by myself. Gram and her friend Jim met me at the train station, and we drove to Gram's big gray house. In her small beach town, most people walked or rode bicycles. I even saw horse carriages!



Gram's house had a colorful flower garden and a big front porch. She told me to pick the bedroom I wanted, so I picked the yellow room. It had a window that faced the ocean.

My Summer Home

It was very quiet in Gram's house, but I could hear the sound of the waves. I wanted to see them up close! I ran downstairs to go to the beach. Gram stopped me. She said I couldn't go to the beach alone until I had learned the rules of the sea. We took off our shoes and walked to the beach together.



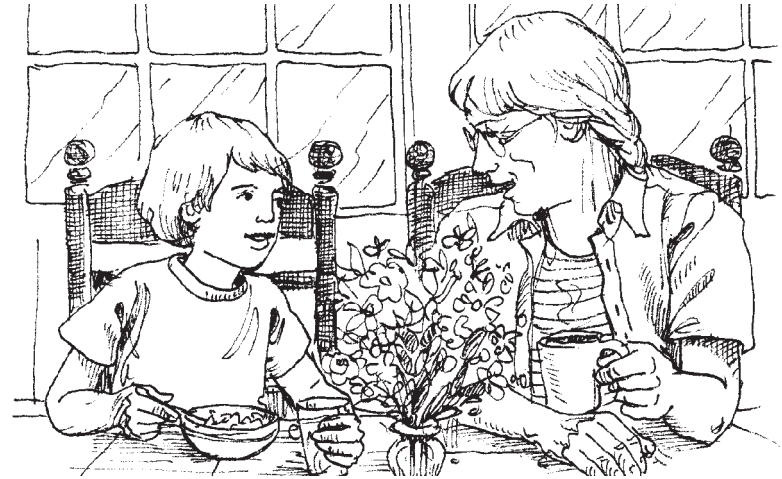
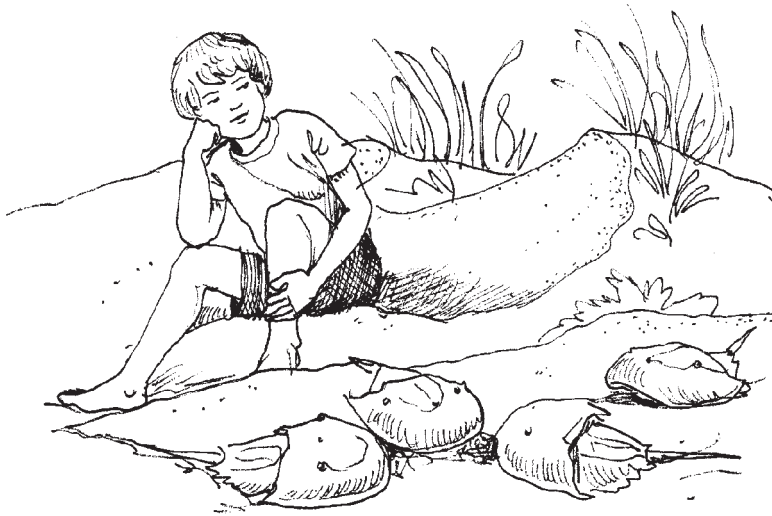
Gram said I could walk along the beach between two rock jetties (JET-ees). The jetties were walls of rocks that helped to keep the beach sand from **eroding** (ee-RO-ding) away into the sea.

Gram said not to go into the water unless she or Jim were with me. She told me about currents (KUR-ents). The currents were strong flows of water that could drag me far out into the ocean. I learned a lot. That night, moonlight streamed into my room. I went to sleep listening to the waves.

Horseshoe Crabs

I woke up with the sun shining on my face. I dressed quickly and ran downstairs as Gram called, "Remember the rules!" I nodded as I hurried out the back door.

When I got down to the beach, I saw the sand was covered in brownish-gray round things. They had shells and pointed tails. Some of them were lying on their backs and wiggling.

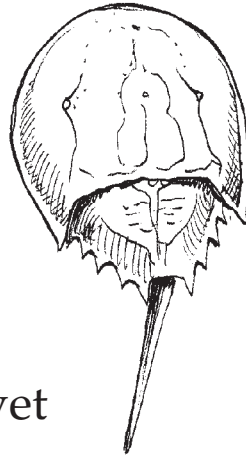


At breakfast, I asked Gram what those creatures on the beach were. She said they were horseshoe crabs, a type of **arthropod** (AR-throw-pod). She said the waves carry them onto the beach.

I told Gram about the wiggling ones turned upside down. She said they use their tails to try to turn themselves back onto their legs. If they can't turn over, they get too hot and die.

Gram told me that when the tide goes out, some crabs are left stranded on the beach.

To stay cool, they try to dig into the wet sand. She said the female crabs lay green, jellylike eggs a few inches under the wet sand. One female horseshoe crab can lay eighty thousand eggs in one season!



Gram said that within two weeks, the **larvae** (LAR-vee) that develop from the eggs wash out to the ocean. The new larvae don't have tails yet. Toward the end of summer, they **molt**, or shed their skin. Then they grow tails.

After breakfast, we walked down to the beach. Gram turned over the upside-down crabs. She also put stranded ones back into the ocean.

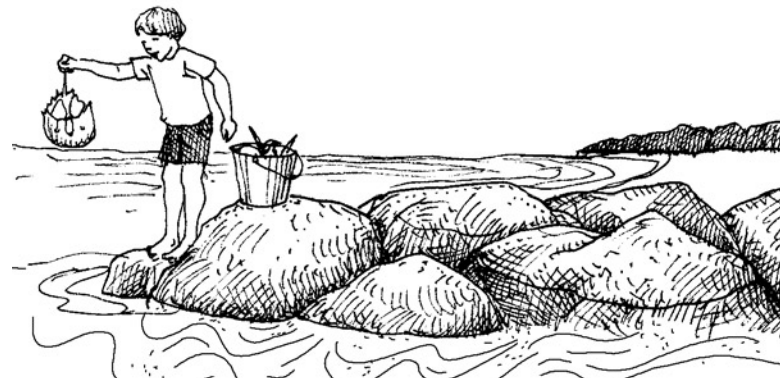


She said when crabs get tired of swimming, they turn over onto their backs and float on their shells like little boats. When they are hungry, they let themselves sink slowly to the bottom of the ocean. On the bottom, the crabs eat plants, small clams, worms, and other tiny sea animals. They grind food with their legs, so they have to be walking to chew their food!

Scientists study horseshoe crabs to learn more about their nine eyes and nervous systems. Also, their blood can be used to test for some human **diseases** (diz-EEZ-es) and to test new drugs. Gram said horseshoe crabs have been around since dinosaurs roamed the Earth!

Rescuing

Gram gave me a job to do. Every morning I hurried to the beach to save as many crabs as I could. I would turn them over and toss them back into the ocean waves. Sometimes I'd toss them from the end of the jetty and wave "good luck" to them. I also tried to chase birds away when I saw them eating the eggs. But Gram told me not to do that because the birds needed the eggs as food to survive.



One morning, all the horseshoe crabs were gone. When I ran back to the house, Gram said they were done laying eggs until next year. She told me that next year I would have to come back and save more crabs!

I walked back to the beach and lay down on the warming sand. Saving the crabs was exciting, but my summer vacation had just begun. What would I do now?



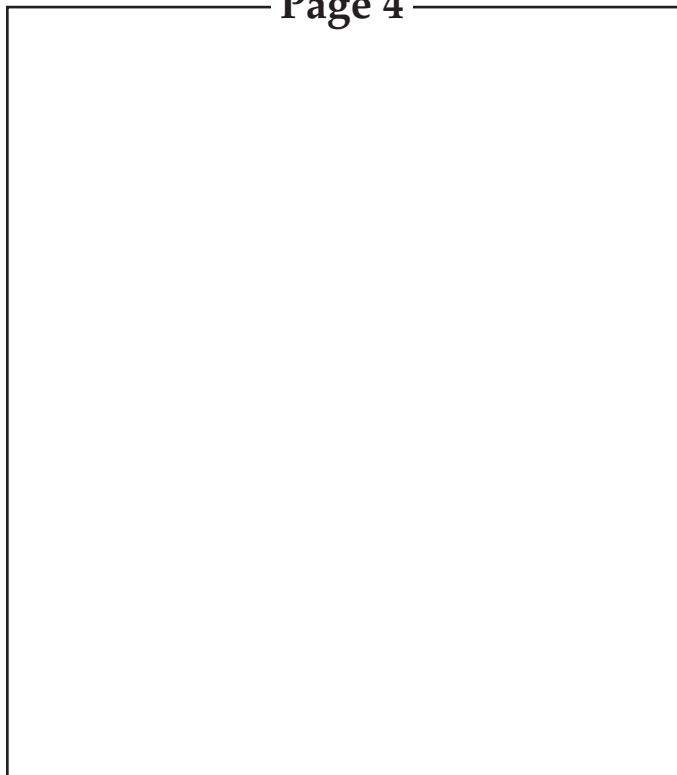
Glossary

arthropod (<i>n.</i>)	an animal that has jointed legs, a body with two or more parts, and a skeleton on the outside of its body; arthropods include insects, crustaceans (such as crabs), and spiders (p. 10)
diseases (<i>n.</i>)	illnesses (p. 13)
eroding (<i>v.</i>)	wearing away caused by wind, water, or ice (p. 8)
larvae (<i>n.</i>)	the newly hatched forms of certain animals that look very different from their parents and that change greatly in appearance as they become adults (p. 11)
molt (<i>v.</i>)	to shed skin, fur, feathers, or a shell before they are replaced with new growth (p. 11)

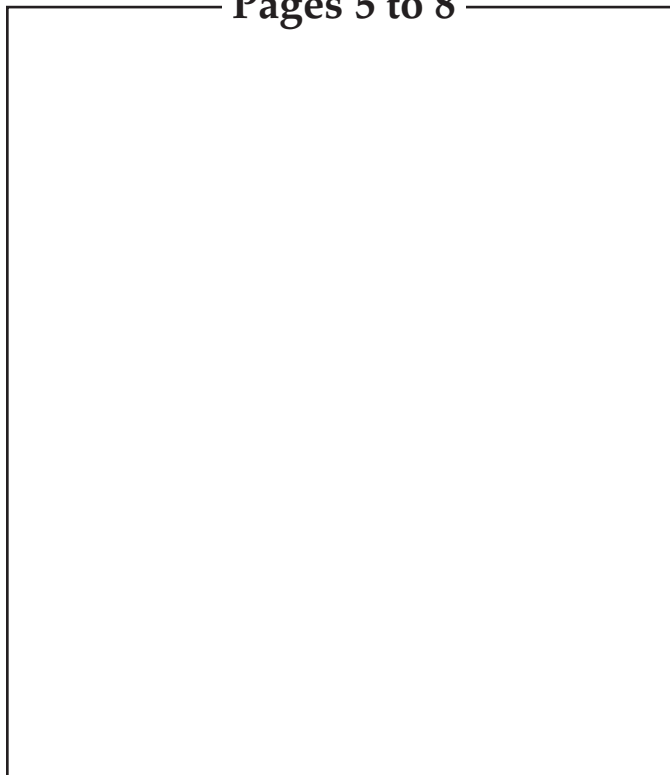
Name _____

Instructions: Draw what you visualize in your mind for the pages indicated above each box.

Page 4

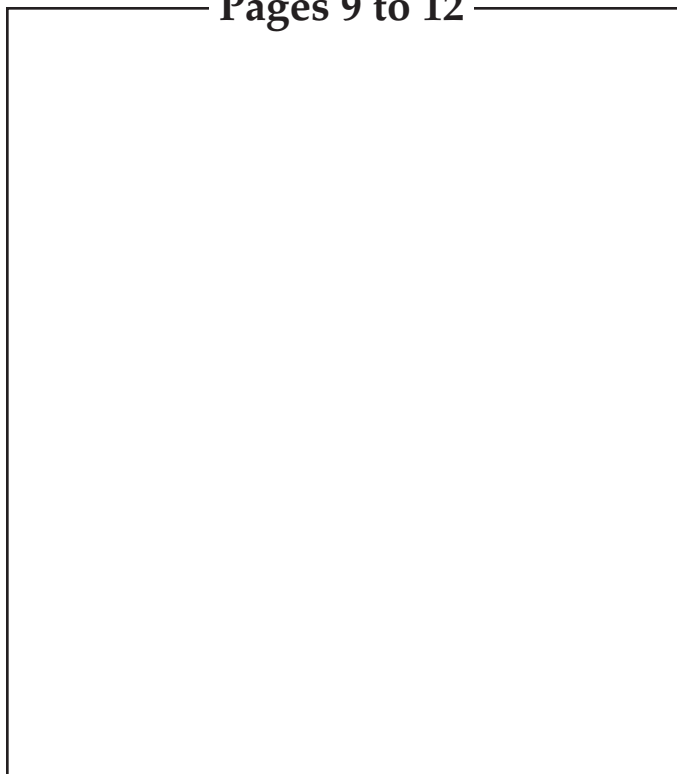


Pages 5 to 8

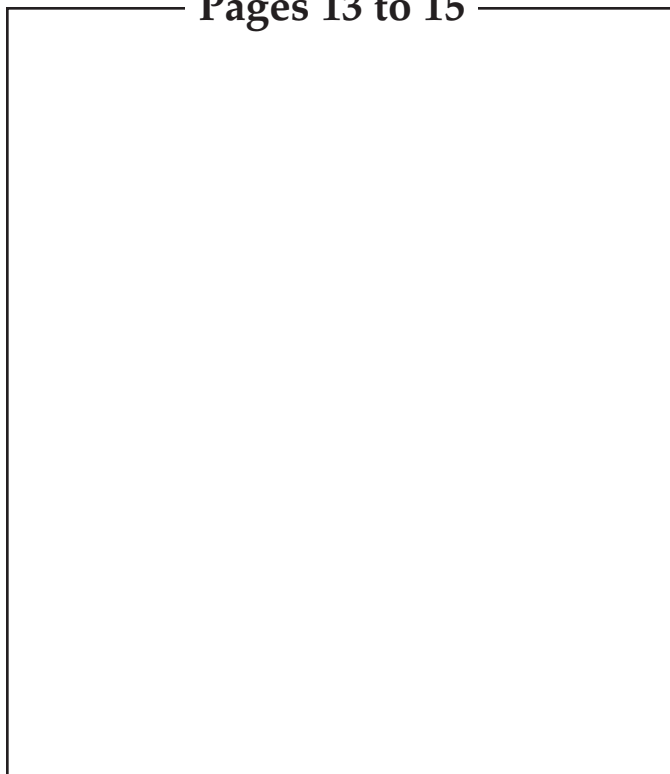


HORSESHOES AREN'T JUST FOR GOOD LUCK • LEVEL N • 1

Pages 9 to 12



Pages 13 to 15



SKILL: VISUALIZE

Name _____

INSTRUCTIONS: Write *Fact* or *Opinion* before each sentence. Refer to the book as necessary. Then write one opinion sentence about horseshoe crabs and one factual sentence about them on the back of this worksheet.



1. _____ Limuli have to be walking to chew their food.
2. _____ *Molt* means to shed a shell that is replaced with new growth.
3. _____ Crab cakes are delicious to eat.
4. _____ I had a lot to learn about living at the seashore.
5. _____ I could see sand and birds and blue sky and so many waves.
6. _____ The warm sand felt rough and kind of tickled my toes.
7. _____ These jetties were walls of rocks built into the ocean.
8. _____ Limuli often live to be eighteen years old.
9. _____ High tide occurs about every twelve hours.
10. _____ Lying in the sand is the best way to spend an afternoon.

Name _____

INSTRUCTIONS: This story is written in present tense. Change the underlined verbs to past tense.

Dad and I go (_____) to the train station in a taxi cab.
We use (_____) public transportation when we travel
(_____) in the city.

The train station is (_____) an old, large building that
is (_____) restored. When I first walk (_____) into the
station, I am (_____) amazed at how high the ceiling
is (_____).

Since I am (_____) nine years old, I get (_____) a special
bracelet to wear. We check (_____) my bags and Dad
waits (_____) with me until my train arrives (_____).

When my train arrives (_____), Dad and I go (_____) to
see the conductor. The conductor is (_____) going to keep
an eye on me during my journey.

I have (_____) a footrest attached to my seat. At the front
of the coach is (_____) a TV.

After the train pulls (_____) out of the station, I put on
my headphones, move (_____) my footrest up, and settle
(_____) in to watch a good movie. Traveling on the train
is (_____) fun.

Name _____

INSTRUCTIONS: Choose the correct homograph meaning for the underlined words. Write the letter on the line.

Homographs are words that are spelled the same and have different meanings. These words may be pronounced differently.

A. to see

B. moving feet

C. stairs

D. a grouchy person

E. an arthropod

F. a form of transportation

G. move a hand back and forth

H. water moving across a surface

I. to teach

J. a cutting device

1. Gram asked me to sweep the steps. _____
2. How many steps did you take to walk to the beach? _____
3. The child waves goodbye to Dad from the train. _____
4. The ocean waves seem to flow onto the beach in groups of three. _____
5. I saw the ocean for the first time. _____
6. He used a saw to cut the tree down. _____
7. I can train a dog to shake hands. _____
8. Gram met me at the train station. _____
9. I turned the crab over and tossed it back into the waves. _____
10. My mother said I was being a crab when I yelled at my brother. _____